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ABSTRACT

This document comprises the final technical report on the evaluation of the 1987-88 supplementary education programs of the Austin (Texas) Independent School District funded under Chapter 2 of the Education Consolidation and Improvement Act. The following major findings are reported: (1) half of the students who rode extracurricular buses indicated that they could participate in activities without the service; (2) nearly all students, three-quarters of the administrators, and one-half of the teachers surveyed found the Peer Assistance and Leadership (PAL) Program to be effective; (3) 62 percent of the staff who attended the Spanish Academy Program, which provided free Spanish instruction, considered the program to be excellent; (4) the Wicat Computer Lab and the TEAMS Improvement funds were utilized in practical ways but could not be validly evaluated; and (5) 76 percent of the staff participating in the Middle Schools Transitional Training Program considered the program to be excellent. Statistical data are included on 16 tables and graphs. Thirteen appendices comprising the bulk of the document provide brief descriptions and evaluations of the following programs: (1) Assistant Alternative School Administrator Program; (2) Extracurricular Transportation Program; (3) Homework Pilot Program; (4) Outdoor Learning Program; (5) Peer Assistance and Leadership program (PAL); (6) Pre-Kindergarten Program; (7) Private Schools Program; (8) Project ASSIST; (9) School Community Liaison Program; (10) Spanish Academy; (11) Transition Training for Middle School Faculties; (12) TEAM Improvement Funds; and (13) Wicat Computer Lab Instruction Aide. A four-item bibliography is also appended. (FMW)

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Research and Evaluation

CHAPTER 2 FORMULA

1987-88 FINAL TECHNICAL REPORT

Publication Number 87.14

January 30, 1989

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CHAPTER 2 FORMULA

1987-88 FINAL TECHNICAL REPORT

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Executive Director:
Glynn Ligon, Ph.D.

ACKNOWLEDGEMENT AND DISCLAIMER

The project presented or reported herein was performed pursuant to a grant from the Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

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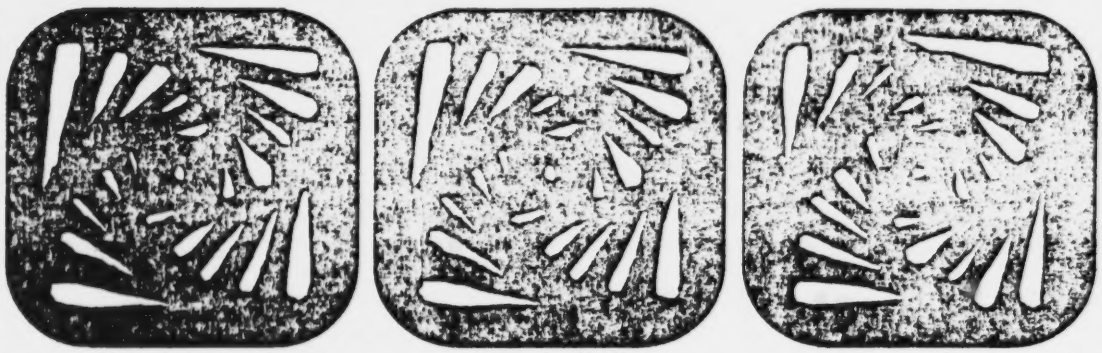
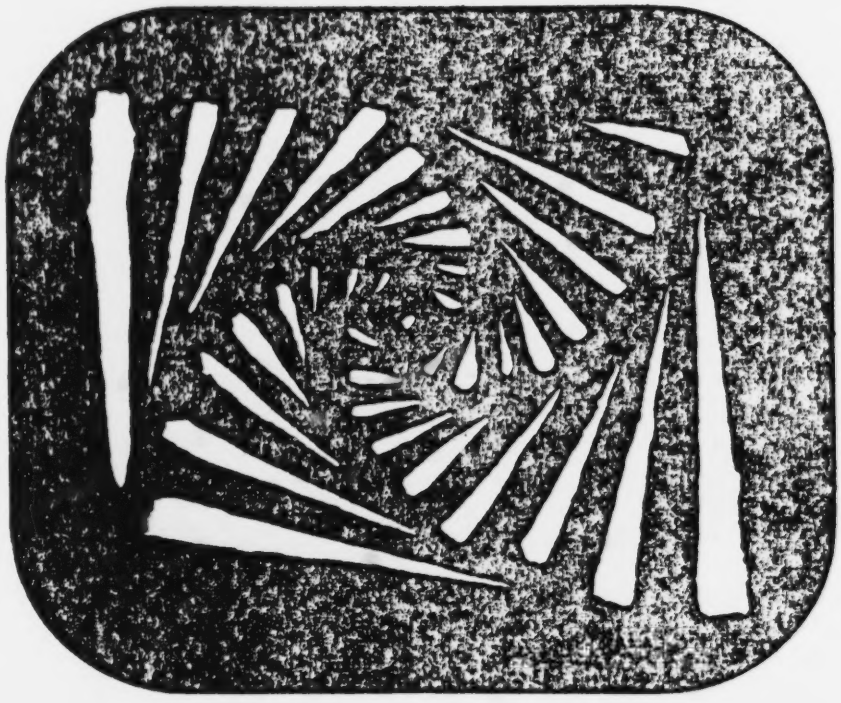


Chapter 2 Formula 1987-88



■ Spanish Academy ■ Alternative School Administrator ■ TEAMS Improvement ■ Private Schools ■ Outdoor Learning ■ Wicat Computer Lab ■ School-Community Liaison ■ PAL ■ Middle School Transition ■ Pre-K ■ ASSIST ■ Extracurricular Transportation ■

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CHAPTER 2 FORMULA: 1987-88 FINAL REPORT

EXECUTIVE SUMMARY

AUTHORS: Lesley Anne Swanson, Lauren Hall Moede, Nancy Baenen

Chapter 2 provides federal funding to supplement local district funds in three areas: basic skills development, educational improvement and support services, and special programs. The Austin Independent School District received $550,415 for the 1987-88 school year. Thirteen programs and services were funded: Extracurricular Transportation, Project ASSIST, Spanish Academy, Assistant Alternative School Administrator, Pre-K, Private Schools, Wicat Computer Lab, TEAMS Improvement, Outdoor Learning, Homework Pilot, Peer Assistance and Leadership (PAL), Middle School Transition Training, and School-Community Liaison.

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MAJOR FINDINGS

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1. Just over half (58%) of the reassigned students rode extracurricular buses at least once in 1987-88. Half of those reassigned indicated they could participate in activities without the service. Overall costs in 1987-88 were $903 per student (the Chapter 2 portion was $400), up 63% over last year. To the extent that AISD can find ways to provide this service at a lower cost, overall transportation costs can be brought more in line with other large urban districts in Texas.
2. The Peer Assistance and Leadership Program (PAL) assisted 999 students this year (11,393 hours). Nearly all students, three quarters of the administrators, and one half of the teachers surveyed believed the program was effective.
3. The Spanish Academy program, which provided free Spanish instruction for 452 AISD staff, was considered excellent by those attending at least six of the twelve sessions; 62% of those enrolled attended this often. Increased attendance would result in greater benefit.
4. The Wicat computer lab and TEAMS improvement funds were utilized in ways that were quite practical but not possible to validly evaluate. If these and other pilot efforts in AISD were set up in ways that could be more soundly evaluated, more informed decisions and more effective use of funds could result.
5. Middle school training was considered excellent by the 76 staff members participating. A more systematic method of disseminating the information to other middle school staff could have increased its impact.

CHAPTER 2 FORMULA

FINAL REPORT

During the 1987-88 school year, the Austin Independent School District allocated its Chapter 2 Formula ($550,415) and Chapter 2 carryover funds ($44,925) to 13 programs and services. The AISD activities funded and amounts they received were:

- Extracurricular Transportation ($192,000)
- Project ASSIST ($79,968)
- Spanish Academy ($42,432 + $7,600 carryover)
- Alternative School Administrator ($39,394)
- Pre-K ($26,358 + $12,583 carryover)
- Wicat Computer Lab ($17,059)
- TEAMS Improvement Funds ($16,152)
- Outdoor Learning Program ($16,000)
- Homework Pilot ($14,495)
- Peer Assistance and Leadership ($14,013)
- Transition Training for Middle School Faculties ($12,776)
- School-Community Liaison ($12,000 + $7,530 carryover)

Additional allocations were for administration ($16,416 + $12,892 carryover), evaluation ($18,904 + $4,312 carryover), indirect costs ($10,882), and private schools ($21,566).

This report will describe each program and present findings obtained from the evaluation activities conducted by the Office of Research and Evaluation. A detailed description of the evaluation procedures is provided in the Chapter 2 Formula: 1987-88 Technical Report, ORE publication number 87.14.

ASSISTANT ALTERNATIVE SCHOOL ADMINISTRATOR

WHAT IS THE ALTERNATIVE SCHOOL?

AISD operates F.R. Rice as an alternative school for secondary students removed from their home schools due to incorrigible conduct. In 1987-88, two campuses operated -- Rice Middle School (for grades 6-8) and Rice High School (for grades 9-12). Enrollment at the beginning of the second semester was 198, for an expenditure per student of $198.96 in Chapter 2 funds.

WHAT ARE THE DUTIES OF THE ASSISTANT ADMINISTRATOR?

The assistant alternative school administrator is assigned to both the F.R. Rice campuses, but spends most of her time at the Read (middle school) campus. All of her duties and responsibilities are performed under the supervision of the principal of F.R. Rice. Administratively, she supervises the staff, oversees the curriculum, and maintains supplies. In addition to these duties, she has responsibilities that relate to the nature of the school, which serves as a discipline center. For example, she estimates that 30% of her time is spent working with probation officers and the court system on discipline/legal matters. She coordinates the Transitional Academic Program (TAP) for retainees, works with counselors on alternative programs for dropout prevention, and works with Communities in Schools to place students in work-study programs. She makes home visits and spends a great deal of time on family counseling.

EXTRACURRICULAR TRANSPORTATION

WHY IS EXTRACURRICULAR TRANSPORTATION PROVIDED?

AISD's desegregation plan places some students in secondary schools outside their home areas. To ensure an equal opportunity to participate in extracurricular activities, extra bus routes were added. The $192,000 from Chapter 2 Formula allocated to Extracurricular Transportation provided transportation to and from extracurricular activities before and after school, and transportation home after out-of-town charter activities.

HOW MUCH SERVICE WAS PROVIDED BY CHAPTER 2 FORMULA? AT WHAT COST?

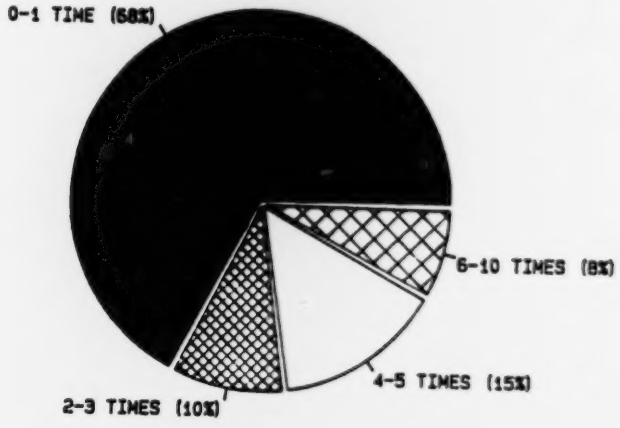
Twenty secondary schools were served by this program on 48 routes, for a total AISD cost of $433,334. An average of 10 students per bus were served by the extracurricular transportation program, for an estimated 480 students served daily. Chapter 2 Formula funds reimbursed $192,000 of this amount, for a daily per student cost to Chapter 2 of $2.29, and a total school year Chapter 2 cost per student of $400. The total AISD cost per student was $903. This figure is 63% higher than last year's cost to AISD of $554 per student (primarily because of a decrease in the number of routes provided and a decline in ridership).

DID THE PROVISION OF EXTRACURRICULAR TRANSPORTATION GIVE REASSIGNED STUDENTS AN OPPORTUNITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES?

A sample of high school students was surveyed in the fall of 1987 concerning their use of extracurricular transportation (see Figure 1). In general, responses indicate that:

- Over half (58%) of the reassigned students responding (n=290) said that they had ridden an extracurricular bus.
- About two thirds (68%) of the reassigned students responding (n=282) rode a late bus an average of 0-1 times per week.

FIGURE 1
BUS RIDERSHIP RATES PER WEEK FOR REASSIGNED STUDENTS



- About half (51%) of all reassigned high school students responding (n=288) said that they would have been able to participate in extracurricular activities even if transportation had not been provided. This is about the same percentage as last year. Ninth and tenth graders were less likely to say they could participate without the buses than eleventh and twelfth graders.

In general, nearly three quarters (74%) of the teachers responding to survey items agreed that transportation enabled some reassigned students to participate in extracurricular activities, and that a reduction in the number of these bus runs would result in a reduced participation from reassigned students (69%).

IMPLICATIONS

Extracurricular transportation is expensive. AISD spends far more on transportation than other large Texas urban districts. Results indicate buses are enabling half the reassigned students to participate in extracurricular activities. However, the other half (especially 11th and 12th graders) would participate even without buses. Transportation, program, and school staff should continue to review ways to reduce service while still meeting reassigned student needs. To the extent reductions are made, overall AISD transportation costs can be reduced and Chapter 2 can utilize more funds for programs and services more instructionally focused. The practical feasibility of the following possibilities might be explored (as well as other options known to staff):

- Reducing the number of bus runs per school (some now have multiple routes). If all schools had one bus run, for example, the cost of 20 late bus runs would be an estimated $180,556, a savings of $272,778.

- Eliminating early morning bus runs and rescheduling the affected activities for afternoons wherever possible. During the 1987-88 school year, nine early morning bus routes (for students in drill team, athletics, and band) operated for an average of 118 days each. The total cost of this service to AISD was $32,522.

- Eliminating routes with the lowest ridership (figures unavailable).

HOMEWORK PILOT

WHAT IS THE TEAMS HOMEWORK PILOT?

In the fall of 1987, plans were made for the development of student homework packets by the secondary instructional coordinator for mathematics. Intended for distribution to all seventh and ninth grade students, these materials contain examples of how to work mathematics problems related to TEAMS objectives. About 40-50 practice problems with multiple choice answers are also included. The first page of these packets is a note to parents explaining TEAMS and the purpose of the homework packets, as one of the purposes of the packets is to encourage parent participation in preparing their children for the TEAMS. Plans have also been made for a sample of 400-500 students to receive a postcard in the packet requesting feedback on the usefulness of the materials.

Materials were finalized in January of 1988. However, a decision was made at that time to postpone distribution of the TEAMS homework packets until the 1988-89 school year, because materials would not arrive at homes far enough in advance of the TEAMS administration in February, 1988. Hence no outcome information is available.

OUTDOOR LEARNING PROGRAM

WHAT IS THE OUTDOOR LEARNING PROGRAM?

The Outdoor Learning Program organized and funded study trips to several sites in the Austin area: Mayfield Park, Crowe's Nest Farm, Wild Basin, and Austin Nature Center. An overnight camping program for fifth grade students was also funded by Chapter 2 Formula. Thirteen non-Priority, low SES elementary schools participated in the program this year: Andrews, Blanton, Brown, Dawson, Harris, Houston, Linder, Maplewood, Reilly, Ridgetop, Walnut Creek, Wooldridge, and Wooten. The goals of the program were:

- To reinforce concepts and ideas taught in the classroom through hands-on instruction,
- To develop social interaction skills through group activities, and
- To provide resources for classroom teachers.

HOW WERE THE STUDY TRIP ASSIGNMENTS MADE?

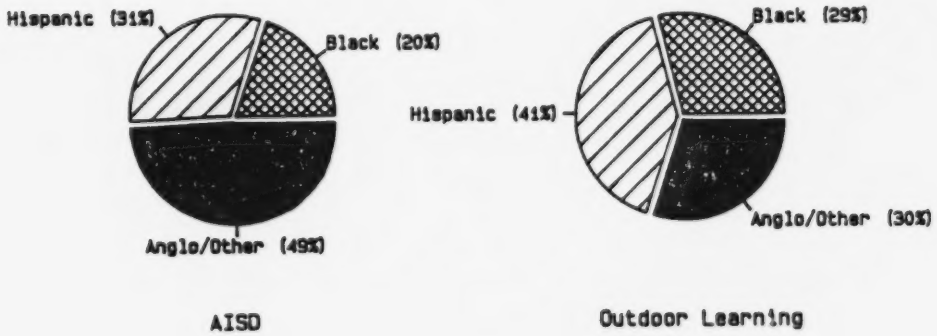
Because the Outdoor Learning Program traditionally generates interest from more classes than it can serve, a random drawing of eligible applicants was held in the fall to determine this year's participants. Each grade (1, 3, 4, and 5) visited a different site to emphasize a different set of essential elements in science. Schools went to the sites one at a time.

HOW MANY STUDENTS WERE SERVED?

A total of 131 classes went on study trips in Austin, and 7.5 classes attended camp (four days, three nights) through an arrangement with Houston ISD. Chapter 2 Formula funds paid all transportation costs and site admission fees. A total of 2,973 students were served. All comments received by teachers on the study trips were positive.

The cost per student, based on the allocated funding level of $16,000, was $5.47. The ethnicity of students served is shown in Figure 2. All groups were represented, with more minority students served by this program than are enrolled in the District overall.

FIGURE 2
ETHNICITY OF STUDENTS SERVED BY THE OUTDOOR LEARNING PROGRAM VERSUS AISD OVERALL



Based on January, 1988, enrollment.

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PEER ASSISTANCE AND LEADERSHIP

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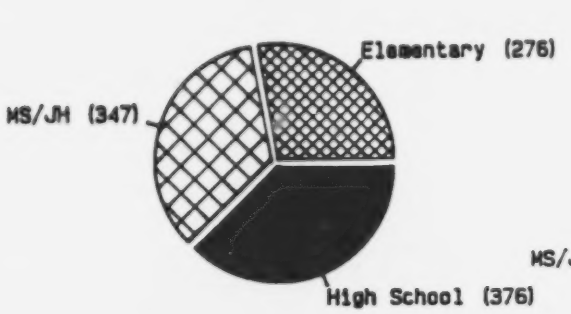
WHAT IS THE PAL PROGRAM?

The Peer Assistance and Leadership Program (PAL) selected and trained 10th, 11th, and 12th grade students to serve as peer facilitators to work with target students from their high schools, feeder junior high schools, and feeder elementary schools. Their purpose was to help these target students anticipate and deal with the situations and problems they face as they progress through school, such as academic problems, drug and alcohol abuse, or dropping out. A staff member from each of the participating high schools served as the PAL Program sponsor. Staff from the Austin Child Guidance Center assisted in the selection, training, and supervision of program participants in this semester-long course.

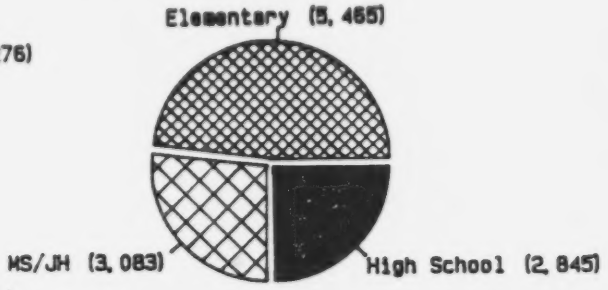
HOW MANY STUDENTS WERE ENROLLED IN THE PAL COURSE AT EACH SCHOOL DURING THE FALL AND SPRING SEMESTERS?

During the fall, 1987 semester, 120 students were enrolled in the PAL course at seven high schools. For the spring semester, a PAL course was added at Travis, bringing total enrollment to 161, about the same as the 159 enrolled in seven PAL programs last spring. (Figure 3 shows PAL service.)

FIGURE 3
NUMBER OF STUDENTS SERVED BY PAL PROGRAM (unduplicated count) AND NUMBER OF HOURS OF PAL SERVICE BY GRADE SPAN



Number of Students Served



Number of Hours of PAL Service

Total students served: 999
Total hours of service: 11,393

HOW MANY TARGET STUDENTS WERE SERVED?

A count based on teachers' monthly reports showed a total of 999 target students were served by the PAL program during 1987-88. Students served by the PAL program came from 28 schools (10 elementary schools, 10 junior high/middle schools, and 8 senior high schools).

HOW DID STUDENTS, TEACHERS, AND ADMINISTRATORS VIEW PAL?

A districtwide sample of administrators, teachers, and students responded to questions about PAL on AISD surveys. (See Figure 4.) In terms of referral to PAL:

- 70% of the administrators had referred one or more students,
- 29-42% of the teachers had referred one or more students (with elementary least likely to have made a referral).

FIGURE 4
FREQUENCY OF REFERRAL TO THE PAL PROGRAM

		YES	NO
Have you ever referred a student to the PAL program?	TEACHERS		
	Elementary	29%	71%
	Middle/JH	34%	66%
	High School	42%	58%
	ADMINISTRATORS	70%	30%

Respondents were also asked whether PAL is an effective way to help potential dropouts; students with academic, emotional, or behavioral problems; or those with potential problems with drugs or alcohol. Results show that:

- Nearly all (over 90%) of the students believe PAL can help with all four types of problems.
- About three fourths of administrators believe PAL can help potential dropouts or students with the potential for problems with drugs and alcohol, but fewer (54%) agree PAL is an effective way to work with students with emotional or behavioral problems.
- About half of all teachers believe PAL can help potential dropouts, students with academic problems, or students with potential drug and alcohol problems. Fewer (41%) agreed that the PAL program is helpful to those with emotional/behavioral problems.

RESPONSES TO PAL QUESTIONS ON DISTRICTWIDE SURVEY

PAL is an effective way to help students:

% Agreeing	Students	Admns	Teachers Elem	Teachers Sec
• with academic problems	95	73	31	45
• avoid problems with drugs and alcohol	93	74	46	49
• who are potential dropouts	99	74	58	56
• with emotional/behavioral problems	98	54	50	38

Overall, of those responding, students reported the highest level of belief in the efficacy of the program, while elementary teachers, who have less contact with the program, were less positive and more neutral in their responses. About a quarter of them responded "Don't Know" to these four questions.

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PRE-K AT HARRIS

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WHAT IS THE PRE-K PROGRAM AT HARRIS?

Since the mid-1970's, the District has offered full-day pre-kindergarten classes for low-achieving children. This was the first year, however, that the program was funded by Chapter 2 Formula. During 1986-87, classes were shortened to a half day and the number of classes increased, in order to serve as many children as possible. The Chapter 2 Formula funds ($26,358) this year allowed the program to be lengthened once again to a full day at Harris Elementary because there were special needs at the campus and because it was not a campus served by Chapter 1. Carryover provided $12,583 for .5 pre-K teacher at Casis (the Casis program was not evaluated).

DID THESE PRE-K STUDENTS MAKE ACHIEVEMENT GAINS?

The pre-K students at Harris made excellent gains on the Peabody Picture Vocabulary Test-Revised (PPVT-R) administered in May, 1988. Based on a sample of 23, these Chapter 2 Formula students averaged a gain of 13.4 standard score points from the pretest to the posttest, about the same as the overall AISD average gain for full-day pre-K students (14.0). From pretest to posttest, the standard scores of students making average gains are expected to remain constant so these gains indicate growth rates well above the national average. (See Figure 5.)

However, in 1986-87, the Harris half-day pre-K classes overall averaged similar gains, 13.7 points from pre- to posttest. Thus, students served full day this year did not show greater gains than those served half day last year.

FIGURE 5
HARRIS PRE-K PPVT-R SCORES

	PRE*	POST*	GAIN*	
1986-87	76.3	90.0	13.7	half day
1987-88	76.9	90.3	13.4	full day

*standard scores

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PRIVATE SCHOOLS
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HOW DO PRIVATE SCHOOLS SHARE IN CHAPTER 2 FORMULA FUNDS?

Chapter 2 Formula funds are available through AISD to qualified nonpublic schools in the District. These funds are distributed to approved applicants on a per-pupil basis for purchase of items approved by the Texas Education Agency.

WHAT DID PRIVATE SCHOOLS PURCHASE WITH CHAPTER 2 FORMULA FUNDS?

Chapter 2 Formula funds totalling $21,566 were used by 14 non-public schools to purchase nonsectarian instructional books and materials (for items used in the classroom), library resources (for items specifically housed in the library and checked out from there), and equipment such as computer hardware (all of which must have been specifically approved by the Texas Education Agency). Based on survey responses from 12 of 14 schools, the schools generally rated the items they purchased as being effective; that is, the items accomplished at least half the intended purposes. The schools and their appropriations are listed in Figure 6. Funds were utilized by schools to serve: bilingual/ESL students; students in compensatory reading, language arts, and mathematics programs; students in gifted/talented programs; and other unspecified groups.

FIGURE 6
NON-PUBLIC SCHOOLS RECEIVING CHAPTER 2 FORMULA FUNDS

SCHOOL	ENROLLMENT	APPROPRIATION
Austin Waldorf	158	$1,328
Creative Rapid Learning Center	85	715
Hope Lutheran School	75	630
Kirby Hall School	128	1,076
Perry School	45	378
Redeemer Lutheran	345	2,901
Sacred Heart	200	1,682
St. Austin's	238	2,001
St. Ignatius	245	2,060
St. Louis	365	3,069
St. Mary's Cathedral School	115	967
St. Michael's Catholic Academy	240	2,018
St. Paul's Lutheran	241	2,026
St. Theresa's	85	715

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PROJECT ASSIST

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WHAT IS PROJECT ASSIST?

Project ASSIST (Assisting Special Students In Stress Times) has operated since the 1983-84 school year at three elementary schools--Blanton, Walnut Creek, and Wooldridge. Blackshear Elementary was added during 1985-86. ASSIST is based on an approach to discipline called "reality therapy," which stresses the importance of teaching students to accept responsibility for their own behavior, in contrast to controlling behavior with punishment. Teachers were trained in the use of reality therapy, and one instructional monitor per school was hired to supervise the ASSIST room, an in-school suspension room for misbehaving students.

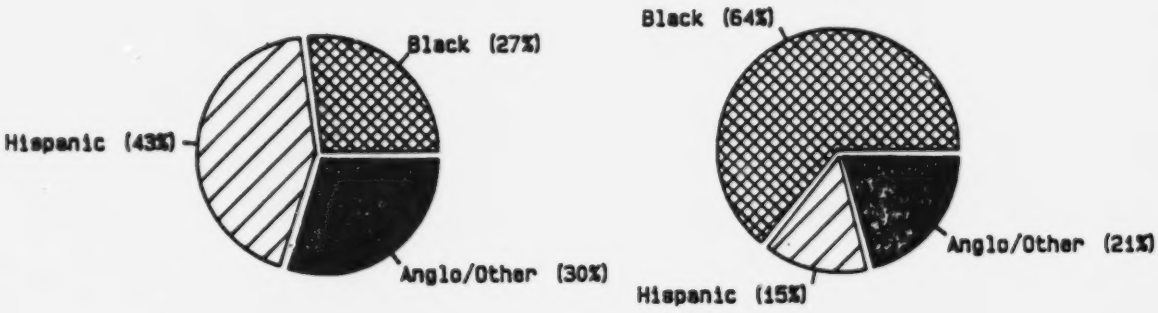
While the schools with ASSIST remained the same this year, the student populations served changed considerably with a return to neighborhood elementary schools. The grade levels included at each school changed as well. In 1986-87, students in grades 4-6 only were served. In 1987-88, all students at the schools were included; Blackshear and Blanton had grades K-6, while Walnut Creek and Wooldridge had grades K-5.

WHICH STUDENTS WERE REFERRED TO ASSIST CLASSROOMS?

Information from the student logs kept by instructional monitors was used to obtain the sex, ethnicity, and special education status of students referred to the ASSIST rooms. About 18% of the referrals were enrolled in special education

(a slightly lower percentage than last year). In general, more males (71%) than females (29%) and more Blacks (64%) than Anglo/Others (21%) or Hispanics (15%) were referred to ASSIST rooms. Black students were referred to ASSIST classrooms at a rate that exceeded the percentage they represented in the schools with Project ASSIST (see Figure 7). Similarly, Anglo/Other and Hispanic students were assigned to ASSIST at a rate that was less than the percentage they represented in ASSIST schools. About the same pattern was found last year.

FIGURE 7
ETHNIC PERCENTAGES OF STUDENTS IN ASSIST SCHOOLS



Ethnicity of All Students in Project ASSIST Schools

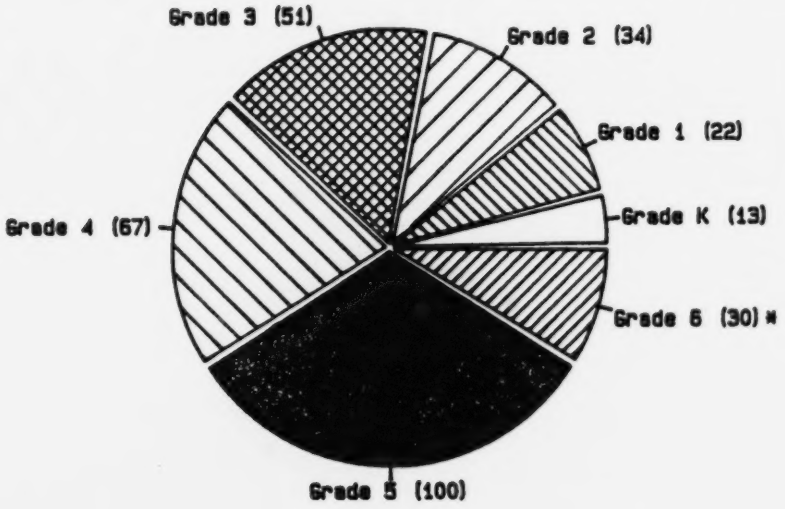
Ethnicity of Students Referred to ASSIST

DID THE FREQUENCY OF REFERRALS TO THE ASSIST ROOMS CHANGE?

Comparisons between years must be made cautiously given the change in school populations and grades served this year. The data may be quite helpful, however, for planning purposes.

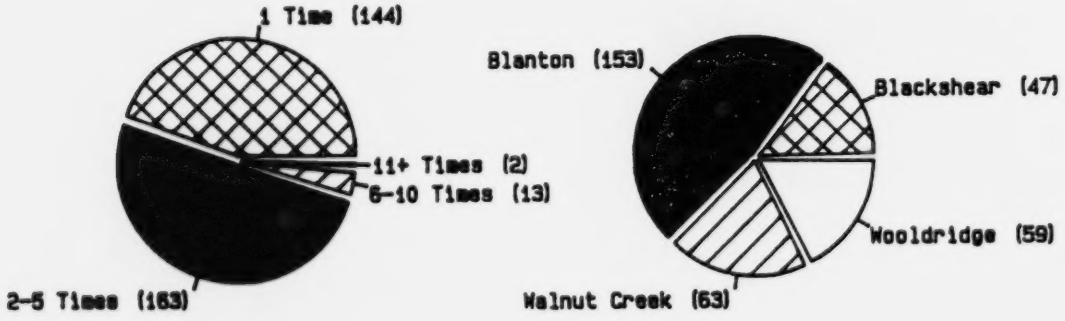
Overall, the number of students referred to ASSIST rooms decreased from 454 in 1986-87 to 322 in 1987-88 (see Figure 8). Based on a total allocation of $79,968 in Chapter 2 Formula Funds, the average cost per student was $248. However, the number of times individual students were referred increased this year (see Figure 9). The total number of referrals (duplicated count) this year was 1,670 (no figures are available for comparison with last year). The cost per referral was $48, based on an average of 2.4 students referred per day.

FIGURE 8
NUMBER OF REFERRALS BY GRADE



Number Missing = 5
*Only 2 of the 4 ASSIST schools have a 6th grade

FIGURE 9
FREQUENCY OF REFERRALS BY STUDENT AND SCHOOL



Per Student

Per School

Total number of students referred: 322.

During 1986-87, 51% of the students were referred only once, and 49% 2-5 times. This year, 45% were referred just once, and 51% 2-5 times. Fifteen students (about 5%), most of them

at Blanton, were referred more than six times. Last year, no one was referred more than five times. Blanton sent more students to the ASSIST room more often than the other schools; their referrals accounted for almost half (48%) of the total for all four schools.

DID SERIOUS DISCIPLINE RATES CHANGE SINCE 1986-87?

Incidence of corporal punishment by school was highest at Blackshear (18), as it was last year; this was the only school reporting any corporal punishment. The number of instances, however, declined from 32 last year to 18, a reduction of almost 50%. The number of expulsions and suspensions has remained about the same for the past three years; this year, there was just one, at Wooldridge. Figure 10 shows the number of disciplinary actions for 1982-83 (before the implementation of Project ASSIST), 1983-84 (the first year of Project ASSIST), 1984-85 (the second year of Project ASSIST), 1985-86 (the third year of Project ASSIST), 1986-87 (the fourth year of Project ASSIST), 1987-88 (the fifth year of Project ASSIST). Figure 11 shows the number of instances of corporal punishment during the past six years in the three schools with ASSIST since 1983-84. Project ASSIST appears to afford a clear alternative to suspensions and expulsions and corporal punishment (for three of the four schools, at least).

FIGURE 10
NUMBER OF DISCIPLINARY ACTIONS
AT BLANTON, WALNUT CREEK, AND WOOLDRIDGE

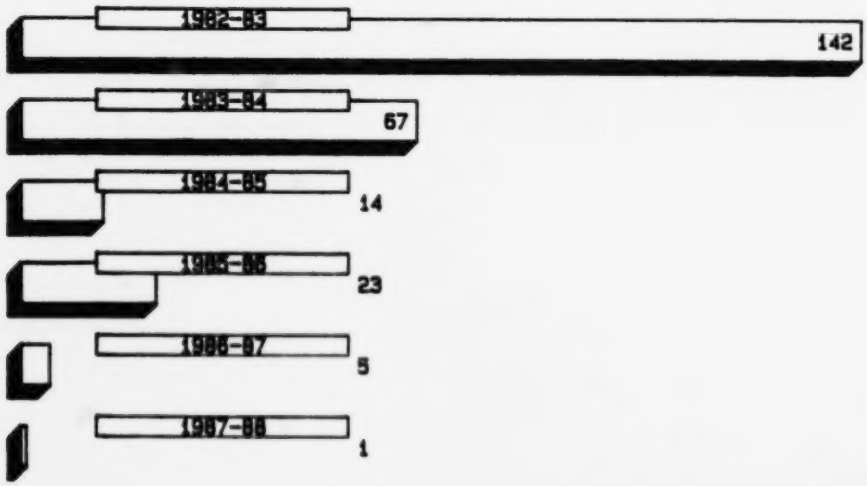
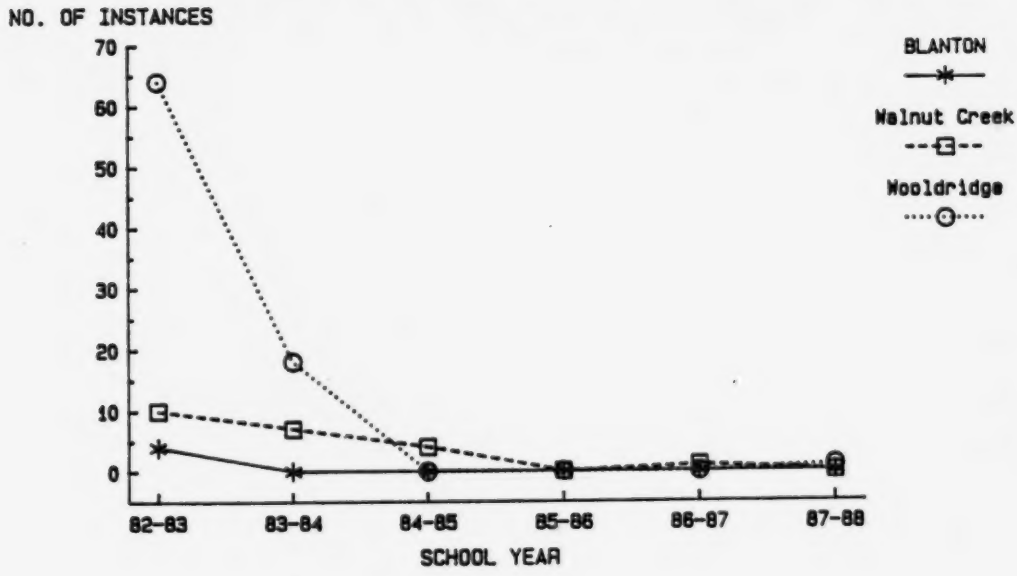


FIGURE 11
INCIDENCE OF CORPORAL PUNISHMENT
AT BLANTON, WALNUT CREEK, AND WOOLDRIDGE



IMPLICATIONS

Discipline rates in the ASSIST schools have declined, indicating that Project ASSIST has provided an alternative for dealing with discipline problems. However, the rate of repeat referrals for some students increased this year, indicating that for them, Project ASSIST was not effective as quickly as in the past. The fact that fewer students were referred this year is balanced by the higher referral rate. The benefits obtained from Project ASSIST must be weighed against its high cost; a full-time monitor serving an average of 2.4 students per day means a per-referral cost of $48.

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SCHOOL-COMMUNITY LIAISON PROGRAM

****

WHAT IS THE SCHOOL-COMMUNITY LIAISON PROGRAM?

The School-Community Liaison Program provided human-relations problem resolution, assistance to students identified as potential dropouts, crisis intervention, school-community support services, and student activity support to schools impacted by AISD realigned school boundaries effective in the

fall of 1987. General assistance was also given to parents during conference periods and home visits, thus providing a link between the school and home.

WHO WAS ELIGIBLE TO USE THESE SERVICES?

The School-Community Liaison Program used its allotted $12,000 plus $7,530 in carryover Chapter 2 Formula funds to provide transportation services for both parents and students. Funds were available for use by all elementary and secondary schools, and special campuses such as the alternative schools and Clifton Center.

WHAT ACTIVITIES WERE FUNDED BY CHAPTER 2?

Multicultural events, school orientations, Parent-Teacher Association (PTA) meetings, and special trips were among the types of activities funded. Students attended events at places such as the University of Texas, Pioneer Farm, Laguna Gloria Art Museum, Discovery Hall, Austin Children's Museum, Wild Basin, Bergstrom Air Force Base, and the Texas Memorial Museum. Groups of elementary students gave performances of folklorico dancing to peers at other schools. They participated in tours of important sites in their own neighborhoods, unfamiliar to them under the latest student reassignment plan, to instill school pride. In all, during the 1987-88 school year, 280 buses were paid for out of current and carryover Chapter 2 Formula funds. Figure 12 presents a breakdown of bus requests by activity.

WHAT WAS THE COST PER PERSON FOR THESE SERVICES?

Based on an estimate of 60 persons per bus, approximately 16,500 students and 300 parents were served by this program. The estimated cost per person was $1.16.

FIGURE 12
SCHOOL-COMMUNITY LIAISON PROGRAM BUS REQUESTS

ACTIVITY	NO. OF REQUESTS	NO. OF BUSES
• PTA Activities	4	5
• School Orientations	11	16
• Multicultural Activities	101	193
• Ongoing Activities	16	16
• Special Trips	17	28
• Adopt-A-School Activities	5	5
• Other	17	17
TOTAL:	**166**	**280**

****

SPANISH ACADEMY

****

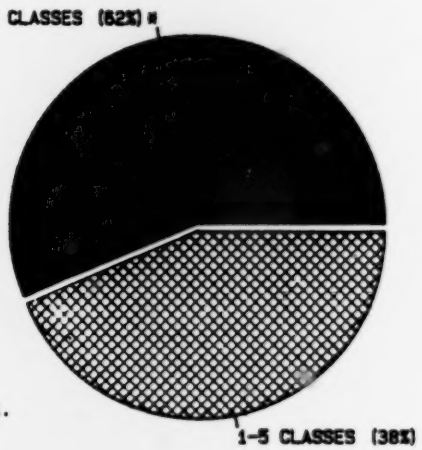
WHAT IS THE SPANISH ACADEMY?

Evening courses in Spanish as a Second Language are offered free to AISD employees under a continuing program known as the Spanish Academy. Chapter 2 Formula funds for 1987-88 ($42,432) and carryover funds ($7,600) were used to hire three part-time instructors. The goals of the course were to develop proficiency in conversational Spanish and to familiarize participants with Hispanic culture. The course was taught during 12-week sessions both fall and spring semesters, and a third session was offered during the summer. Spanish Academy students who attended six or more classes were eligible for TESD (Time Equivalency Staff Development--"blue card") or AAT (Advanced Academic Training--"orange card") credit. Each regular session met one evening per week for two hours.

HOW MANY AISD PERSONNEL ATTENDED?

Program records kept by the Spanish Academy teachers indicated that 452 participants enrolled in classes during the summer, fall, and spring sessions. Overall, 62% of the participants attended for at least six classes (see Figure 13). If everyone had attended every class, the cost per student hour would have been $4.61. The actual cost was somewhat higher.

FIGURE 13
NUMBER OF STUDENTS ATTENDING AT LEAST SIX CLASSES



*Qualified for AAT OR TESD credit.

HOW MANY POSITIONS WERE REPRESENTED IN THIS GROUP?

Most of the participants (based on the course evaluation) were teachers (69%), with 10 jobs represented overall. Some of the other positions represented were li-arian, counselor, secretary, bus driver, psychologist, and auditor.

HOW DID THE PARTICIPANTS EVALUATE THE COURSE?

Participants in the fall semester who attended at least six classes were asked to evaluate the Spanish Academy. The return rate was 58%. In general, responses indicated that:

- Almost all participants rated the course as excellent (79%) or good (19%).
- All of the respondents reported that the course had helped them a lot (62%); or some (38%).
- Over 60% of those responding (64%) indicated that they did not presently serve Hispanic students (some, of course, were not teachers). Most (77%) of the 22 respondents with Hispanic students indicated their participation affected student achievement.

DID PARTICIPATION IN THE PROGRAM HELP THE PARTICIPANTS IN THEIR JOBS?

Almost all of the respondents reported that the course had helped them in their jobs. Responses in the fall semester, 1987 were more significantly positive than those received during the fall, 1986:

Has this course helped you in your job?

	N	A LOT	SOME	NOT AT ALL
1986-87	109	18%	62%	19%
1987-88	69	43%	55%	1%

IMPLICATIONS

Overall, participants had a favorable attitude toward the Spanish Academy, and most intended to continue taking classes. The program attracts AISD employees from a variety of positions, with teachers representing the largest percentage.

****
TRANSITION TRAINING FOR MIDDLE SCHOOL FACULTIES
****

HOW WERE THESE STAFF DEVELOPMENT FUNDS USED?

In 1987-88, 11 AISD schools changed from junior highs with grades 7 and 8 to middle schools with grades 6, 7, and 8. A commitment was made to do more than simply add sixth graders into the existing structures. A transition period from a junior high to a middle school concept was anticipated. To facilitate this change, Chapter 2 Formula allotted $12,776 to pay 39 substitute teachers for two days to allow middle school personnel, selected by their principals, to attend a conference sponsored by the Texas Middle School Association (TMSA).

This funding allowed three teachers, one counselor, and one administrator from each middle school and junior high to attend the February conference, which included sessions on transition training. Total AISD conference participants numbered 76; 39 teachers were replaced by Chapter 2 Formula-funded substitutes.

HOW WERE THE TRAINING SESSIONS RATED BY PARTICIPANTS?

Most respondents to the in-service questionnaire considered the training excellent; there was no plan, however, for the participants to train others upon return to their campuses. Survey results were as follows:

- 89% of the respondents agreed that conference objectives were met, and that information was presented clearly and concisely.
- 91% of the respondents agreed that interest was maintained and that the objectives were clear.
- 85% of the respondents agreed that content was relevant/useful.
- 84% of those responding wanted more training.

The districtwide teacher survey taken in May, 1988, also addressed the need for training in middle school concepts. Individual campuses provided their own training this year, so the amount available by campus varied. About 61% of the teachers responding reported no need for further training, while the remainder wanted practical training on topics such as scheduling and grouping, motivation, and adolescent social and cognitive development.

25

****
TEAMS IMPROVEMENT FUNDS
****

WHAT ARE TEAMS IMPROVEMENT FUNDS?

A total of $16,152 in Chapter 2 Formula funds were allocated to improve TEAMS performance at the elementary level. Funds were used entirely for instructional materials.

WHICH ELEMENTARY SCHOOLS RECEIVED TEAMS IMPROVEMENT FUNDS?

Fourteen AISD schools at the lowest end of TEA's rankings were each allotted $600. A second group of 19 schools, those that scored higher, but still below their predicted levels, were each allotted $200. Nine schools that had achieved above their goals, but nevertheless were considered to be at risk because of their overall low SES population, were each allotted $150. A complete listing of schools by group is presented in Figure 14.

FIGURE 14
1987-88 FUNDING FOR TEAMS IMPROVEMENT

GRADE 1	GRADE 3	GRADE 5	$600	GRADE 1	GRADE 3	GRADE 5	$200	GRADE 1	GRADE 3	GRADE 5	$150
+	+	+	Allan	+	+	+	Becker	-	-	-	Andrews
+	+	+	Allison	-	-	+	Boone	+	-	-	Blanton
+	+	-	Blackshear	+	+	+	Govalle	-	+	+	Brown
+	+	+	Brentwood	+	+	+	Harris	-	-	+	Cook
+	+	+	Campbell	+	+	+	Joslin	+	+	+	Ortega
+	+	+	Dawson	-	+	+	Kocurek	+	+	+	St. Elmo
+	+	+	Houston	-	+	+	Langford	+	+	-	Walnut Ck
+	+	+	Metz	-	-	+	Linder	+	-	+	Ridgetop
-	+	+	Oak Springs	+	+	+	Maplewood	-	+	+	Reilly
+	+	+	Sims	+	+	-	Norman				
-	-	-	Widen	-	+	+	Odom				
+	-	‡	Winn	+	+	o	Palm				
-	+	+	Zilker	-	+	-	Pecan Springs				
+	+	+	Zavala	+	+	+	Sanchez				
				-	+	+	Sunset Valley				
				-	-	+	Travis Heights				
				‡	‡	+	Webb				
				+	-	+	Wooldridge				
				+	+	+	Wooten				

Changes in % mastering all 3 tests by grade between 1987 and and 1988; 1987 mastery based on neighborhood attendance area.
‡ N/A

TEAMS results show that 19 schools improved at all three grades; 2 schools did not improve at any grade. Overall, TEAMS expenditures seemed helpful as part of schools TEAMS improvement efforts (although other factors may have impacted these results).

****
WICAT COMPUTER LAB INSTRUCTIONAL AIDE
****

WHAT DOES THE WICAT INSTRUCTIONAL AIDE DO?

This instructional aide was assigned to the Wicat computer lab at Blanton elementary. Her responsibilities included preparing the lab for use by 14 classes, K-6, each day. She ensured the 30 terminals were ready for use, did backups of student reports, produced teacher reports, and monitored individual terminals from the manager station.

HOW OFTEN AND FOR HOW LONG DID STUDENTS GO TO THE LAB? IN WHAT AREAS DID STUDENTS RECEIVE COMPUTER-ASSISTED INSTRUCTION?

The lab was in use all day, every day. Fourteen 30-minute class sessions were scheduled to allow for maximum student participation. Students in grades one through four attended daily; kindergarten and fifth grade students attended on alternate days, and for sixth grade students, lab attendance was an elective.

Instruction focused primarily on developing reading and math skills, but programs in a total of nine curriculum areas were available for use at the teacher's discretion. Because programs were individualized, students worked at their own level and controlled their own progress. In addition to the general student population, ESL, special education, gifted and talented, and bilingual students all had the benefit of lab use. Based on an enrollment of 401 students mid-year, the cost per student was $42.52. This breaks down to approximately 67 cents per contact hour.

DID PARTICIPATING STUDENTS SHOW GAINS IN ACHIEVEMENT?

Because students were not randomly assigned to a control group (that did not go to the lab) and an experimental group (that did go to the lab), no definitive conclusions can be drawn regarding lab effects on achievement gains.

Overall, achievement scores provide some support for the Wicat lab at the primary grades for basic skills, but not at the intermediate level. It is not known to what extent other factors influence these results.

Report on School Effectiveness (ROSE)

The ROSE indicates whether, compared to similar students in AISD, those at Blanton exceeded, achieved, or did not achieve predicted gains on the norm-referenced test used in AISD -- the Iowa Tests of Basic Skills (ITBS). The predictions are based on regression analyses which consider previous achievement and other factors in comparing growth rates. If the Wicat lab had a positive impact, gains exceeding those predicted would be the result. Figure 15 shows Blanton's ROSE results. **Results do not, however, provide support for an overall positive impact of the Wicat lab in improving the broad range of skills covered by the ITBS.** Blanton students exceeded their predicted achievement level in only 1 of 12 comparisons in reading and mathematics (in grade 2 mathematics). They achieved predicted gains in six comparisons, and achieved below levels predicted in five. The number tested was too small for analysis in two cases. It is difficult to evaluate definitively the effect of Wicat given other factors at the school which may have influenced results. A comparison group would have made more definitive interpretation possible.

FIGURE 15
ROSE SUMMARY REPORT FOR BLANTON, 1987-88

GRADE	READING	MATH
K	Below Predicted Gain (N=40)	Below Predicted Gain (N=40)
1	*	Below Predicted Gain (N=31)
2	Achieved Predicted Gain (N=43)	Exceeded Predicted Gain (N=42)
3	*	Achieved Predicted Gain (N=25)
4	Achieved Predicted Gain (N=47)	Achieved Predicted Gain (N=47)
5	Below Predicted Gain (N=34)	Below Predicted Gain (N=34)
6	Achieved Predicted Gain (N=28)	Achieved Predicted Gain (N=28)

Texas Educational Assessment of Minimum Skills (TEAMS)

Designed to measure achievement of minimum basic skills in three areas--reading, writing, and math--TEAMS tests are administered annually in elementary grades 1, 3, and 5. TEAMS objectives are part of the curriculum in these grades, and fully 93% of the third and fifth graders had been continuously enrolled in the district three years or more. The student population at Blanton shifted this year, however, due to the District boundary realignment plan. Figure 16 compares TEAMS scores at Blanton for 1987-88 with those who lived in the Blanton area in 1986-87.

FIGURE 16
COMPARISON OF TEAMS MASTERY AT BLANTON, 1986-87 AND 1987-88

GRADE	MATH		READING		WRITING	
	'87	'88	'87	'88	'87	'88
1	75%	87%	70%	93%	86%	94%
3	74%	82%	70%	73%	74%	64%
5	82%	74%	68%	66%	74%	10%

TEAMS mastery percentages did improve at grade 1 in all areas and grade 3 in math and reading. They declined in writing at grade 3 and in all areas at grade 5. Wicat may have had some positive impact on minimum basic skills at grades 1 and 3.

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Chapter 2 Formula

Appendix A

ASSISTANT ALTERNATIVE SCHOOL ADMINISTRATOR

Austin Independent School District

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Office of Research and Evaluation

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Publication Number 87.15
June, 1988

CHAPTER 2 FORMULA

ASSISTANT ALTERNATIVE SCHOOL ADMINISTRATOR

Procedure

In order to determine the duties and responsibilities of the assistant alternative school administrator at the F. R. Rice, Read campus, an interview with the administrator was scheduled during April, 1988. Points to be covered during the interview were drafted by the Chapter 2 Formula evaluation associate, and were reviewed by the supervising evaluator, the assistant director of ORE, and the grants administrator. A copy of the interview is included as Attachment A-1.

The interview took place at the F. R. Rice, Read campus, and was conducted by the Chapter 2 Formula evaluation associate.

Results

Results will be discussed by the evaluation question they address.

D1-1. WHAT ARE THE DUTIES AND RESPONSIBILITIES OF THE ASSISTANT ALTERNATIVE SCHOOL ADMINISTRATOR AT THE F. R. RICE, READ CAMPUS?

The assistant alternative school administrator is assigned to the two F. R. Rice campuses. However, most of her time is spent at the Read (middle school) campus. All of her duties and responsibilities are performed under the supervision of the principal at F. R. Rice High School.

Student Body

The student body consists of students in grades 6, 7, and 8 who are referred to F. R. Rice, Read campus for behavior problems, truancy, transfer adjustment, or the Transitional Academic Program, which enables retainees to take eighth- and ninth grade courses while completing seventh- and eighth-grade promotion requirements. Many of these students need remediation, as well as assistance with discipline problems. As a result, a lot of individual work is done with each student.

The assistant alternative school administrator stressed that F. R. Rice at Read is a visiting school--no cumulative files are sent from the home school, where students return at the end of the semester in which they were referred (unless

they are referred during the last six weeks, and then they can return to Read campus the following semester). They intake 6-10 new students per week. As of April 8, 1988, 148 students had been referred during the 1987-88 school year.

In addition to the students on the Read campus, Read students were also served at the Travis County's Gardner House Detention Center. A School-Community Guidance Center teacher was employed to work with the students being detained at the center.

Duties and Responsibilities

Some of the assistant alternative school administrator's duties are the same as those of the assistant principal, in that she is responsible for supervising the staff, overseeing the curriculum, and maintaining the supply of textbooks. In addition to these duties, however, she has additional responsibilities because of the nature of her school, which serves as a discipline center. She coordinates the Transitional Academic Program (TAP) and works with the counselors on alternative programs for dropout prevention and follow-up. She makes home visits and community contacts, and spends a great deal of time on family counseling. She estimates that 30% of her time is spent working with probation officers and the court system on discipline/legal matters. She makes a large number of referrals to other agencies (MHMR, Faulkner Center, Shoal Creek Hospital, The Oaks, and the Creative Rapid Learning Center) and works with Communities in Schools to place students in work-study programs.

Staff

The staff that the assistant alternative school administrator supervises includes the following:

- A full-time regular counselor,
- A full-time School-Community Guidance Center (SCGC) Project Specialist,
- A full-time special education teacher,
- Twelve subject area teachers (approximately half of whom are permanent substitutes hired after the beginning of the school year, as the student load increased),
- A full-time teacher aide, who makes teacher materials, bulletin board materials, monitors the halls, and picks up attendance rosters,
- A full-time secretary, who also serves as a bookkeeper and attendance clerk,
- A part-time nurse, who visits the campus twice a week for three hours each visit, and
- Three custodians, who maintain the school facilities, as

well as the Communities in School office, the Vision and Hearing administrative office, the Health Services administrative office, and two AISD administrator meeting rooms, all of which are housed on the Read campus.

In addition to these staff members, the assistant alternative school administrator also works with a Delinquency Prevention officer from the Austin Police Department, probation officers, and youth advocates.

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Attachment A-1
(Page 1 of 1)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

ASSISTANT ALTERNATIVE SCHOOL ADMINISTRATOR INTERVIEW

Date of interview: _____

WHAT ARE YOUR DUTIES AND RESPONSIBILITIES?

- Coordination with Glenn Nolley
- Description of staff
- Description of student body
- Cumulative count of students

Chapter 2 Formula

Appendix B

EXTRACURRICULAR TRANSPORTATION

CHAPTER 2 FORMULA

EXTRACURRICULAR TRANSPORTATION

Procedure

Information concerning the Extracurricular Transportation evaluation was collected using three different instruments. The procedure for each instrument will be discussed separately below.

Program Records

Records kept by the Department of Transportation documenting support services were examined in June in order to determine how many bus runs were paid for with Chapter 2 Formula funds. An estimate of the average number of students on each of these bus trips was obtained from the Director of Transportation.

Student Survey

During the fall, 1987 semester, a district-wide survey of all high school students was conducted from November 5-16. A total of 65 items were included in the item pool, and each student received from 10 to 26 of these items, depending on grade level and special program membership. Surveys were distributed to 15,230 students; 12,267 of these surveys were returned, for a return rate of 83%. The primary purpose of the student survey is to provide vocational counselors with information about the vocational course interests and job needs of students. The majority of the 69 items directed to students in fall, 1987, concerned vocational matters. However, the survey also served as the means to get student input on specific programs.

This year, the student survey included four items concerning extracurricular transportation. These items were included on the surveys of a sample of students at all high schools. Completed surveys were returned by 290 reassigned students and 1,652 non-reassigned students. (The Student Master File shows these reassigned students had either a desegregation code of 3 = reassigned in an impacted school, or 4 = reassigned, not in an impacted school.) The responses of the reassigned students will be discussed in the results section. These items are included as Attachment D-1.

Teacher Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1987-88 the teacher survey was conducted in the spring and included a sample of all teachers. The survey was administered March 11

through May 13, 1988 and included 357 items overall. Of these items, teachers received 8-24 items per survey. The return rate for teachers was 78%.

Teachers at high schools and middle school/junior high schools were sampled from the schools eligible for extracurricular transportation services (see Figure B-1).

Survey items concerning extracurricular transportation were solicited from central administrators, program staff, and ORE staff; four of these items were selected for inclusion in the teacher survey. These items are included as Attachment D-2.

Results

Results will be discussed by the evaluation instrument used to collect data.

D2-1. HOW MANY BUS RUNS WERE PAID FOR WITH CHAPTER 2 FORMULA FUNDS?

Program Records

According to information provided by the Transportation Department, extracurricular transportation was provided for students attending the following schools:

SCHOOL	NUMBER OF ROUTES*
Burnet JH	1
Covington MS	1
Dobie MS	2
Fulmore MS	2
Kealing JH	1
Lamar MS	1
Martin JH	3
Murchison MS	2
Mendez MS	1
O. Henry MS	3
Pearce MS	2
Porter MS	2
Anderson HS	3
Austin HS	3
Crockett HS	1
Johnston HS	12
Lanier HS	2
McCallum HS	1
Reagan HS	2
Travis HS	3
	TOTAL: 48 ROUTES

Figure B-1. SCHOOLS SERVED BY EXTRACURRICULAR TRANSPORTATION.

Students involved in athletics, band, drama, and drill used this transportation when participation in these activities required them to remain on their campuses after regular school hours or arrive early. Transportation service was also provided for students involved in other school activities; however, Chapter 2 Formula funding was not used.

D2-1. ON THE AVERAGE, HOW MANY STUDENTS RODE ON EACH BUS?

An average of 10 students per bus were served by the extracurricular transportation program, for an estimated total of 480 students served daily. The cost of providing service for 175 days on these routes at $1.96 per mile was $2,124.64 per day, for a total late bus cost of $371,812. Chapter 2 Formula paid $192,000 of this amount. The approximate cost per student paid by Chapter 2 Formula was $2.29.

D2-2. DID THE PROVISION OF EXTRACURRICULAR TRANSPORTATION GIVE REASSIGNED STUDENTS AN OPPORTUNITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES? WOULD STUDENTS HAVE BEEN ABLE TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES IF TRANSPORTATION HAD NOT BEEN PROVIDED?

D2-3. HOW OFTEN DID REASSIGNED STUDENTS USE THIS TRANSPORTATION?

Student Survey

A sample of high school students was surveyed concerning their use of extracurricular transportation. The results to the four items included in the survey are included as Attachment B-1. In general, responses indicate that:

- Over half (57.6%) of the reassigned students responding (n=290) reported that they had ridden an extracurricular (late) bus. This is a decrease of about 4% from last year's results.

- About two-thirds (67.7%) of the reassigned students responding (n=282) rode a late bus an average of only 0-1 times per week. This is a decrease of about 3% from last year's results.

- About half (51%) of all of the reassigned high school students responding (n=288) said that they would have been able to participate in extracurricular activities even if transportation had not been provided. This is a decrease of about 5% from last year's results.

  It should be noted that the percentage of students able to participate without transportation decreased from 64.9% at the 12th grade level to 39.3% at the

9th grade level. This decrease may reflect the age of those students, because many of the younger students do not yet have driver's licenses, and therefore would not be able to drive themselves to extracurricular activities if transportation were not provided.

Teacher Survey

Survey items concerning extracurricular transportation were included on the survey of 211 secondary teachers. The response rate for this group was 72.5%.

Responses to the two teacher survey items are included as Attachment B-2. In general, responses indicate that:

- About three-fourths (73.8%) of the teachers responding agree that provision of extracurricular transportation makes it possible for some reassigned secondary students who could not otherwise do so to participate in extracurricular activities.
- About two-thirds (68.6%) of the teachers responding agree that a reduction in extracurricular transportation would result in a reduced number of reassigned students who would be able to participate in extracurricular activities.

Implications

Extracurricular transportation is expensive. Cuts have been recommended in this area. Possibilities include:

- Elimination of extracurricular bus service as a reflection of the District's philosophy that teaching basic skills is top priority. If this bus service were eliminated, it appears about half of the reassigned high school students might not participate in extracurricular activities.
- An across-the-board reduction of bus runs to one per school. Some schools now receive multiple routes. Cutting back to one per school would be less disruptive than total elimination. The cost of 20 late bus runs would be $180,556, an estimated savings of $272,778.
- Eliminate bus routes that serve high schools. If a choice must be made between serving junior high/middle schools and high schools, it seems likely that middle schools/junior highs should be a higher priority, based on the grade 9-12 trends. Younger students who don't drive are likely to be more

dependent on the buses. During 1987-88, 27 of the 48 late bus runs served high schools only. Elimination of these would save $243,750. The cost of 21 bus runs to middle schools/junior highs only would be an estimated $189,584.

- Eliminate early morning bus runs and reschedule the affected activities for afternoons. During the 1987-88 school year, nine early morning bus routes (for students in drill team, athletics, and band) operated for an average of 118 days each. The total cost of this service to AISD was $32,522.

- Eliminate routes with the lowest ridership (figures unavailable).

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

FALL, 1987 STUDENT SURVEY RESPONSE SUMMARY
FOR EXTRACURRICULAR TRANSPORTATION ITEMS

WOULD YOU HAVE BEEN ABLE TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES IF TRANSPORTATION HAD NOT BEEN PROVIDED?
A. YES B. NO

NON-REASSIGNED	NUMBER OF RESPONSES	A	B
9TH GRADE	494	307 62.1%	187 37.9%
10TH GRADE	411	267 65.0%	144 35.0%
11TH GRADE	408	297 72.8%	111 27.2%
12TH GRADE	336	245 72.9%	91 27.1%
TOTAL	1649	1116 67.7%	533 32.3%

REASSIGNED	NUMBER OF RESPONSES	A	B
9TH GRADE	84	33 39.3%	51 60.7%
10TH GRADE	79	36 45.6%	43 54.4%
11TH GRADE	68	41 60.3%	27 39.7%
12TH GRADE	57	37 64.9%	20 35.1%
TOTAL	288	147 51.0%	141 49.0%

87. 14

HAVE YOU EVER RIDDEN AN ACTIVITY/ATHLETIC BUS (LATE BUS) TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES OCCURRING BEFORE OR AFTER SCHOOL?
A. YES B. NO

NON-REASSIGNED	NUMBER OF RESPONSES	A	B
9TH GRADE	479	172	307
		35.9%	64.1%
10TH GRADE	422	194	228
		46.0%	54.0%
11TH GRADE	406	172	234
		42.4%	57.6%
12TH GRADE	337	129	208
		38.3%	61.7%
TOTAL	1644	667	977
		40.6%	59.4%

REASSIGNED	NUMBER OF RESPONSES	A	B
9TH GRADE	88	50	38
		56.8%	43.2%
10TH GRADE	78	39	39
		50.0%	50.0%
11TH GRADE	67	41	26
		61.2%	38.8%
12TH GRADE	57	37	20
		64.9%	35.1%
TOTAL	290	167	123
		57.6%	42.4%

ON THE AVERAGE, HOW MANY TIMES PER WEEK DO YOU RIDE AN ACTIVITY/ATHLETIC (LATE) BUS? (INCLUDE BOTH MORNING AND AFTERNOON RIDES IN YOUR ESTIMATE.)
A. 0-1 B. 2-3 C. 4-5 D. 6-7 E. 8-9 F. 10

NON-REASSIGNED	NUMBER OF RESPONSES	A	B	C	D	E	F
9TH GRADE	466	393	33	23	6	3	8
		84.3%	7.1%	4.9%	1.3%	0.6%	1.7%
10TH GRADE	408	348	28	21	6	2	3
		85.3%	6.9%	5.1%	1.5%	0.5%	0.7%
11TH GRADE	400	349	26	15	4	2	4
		87.2%	6.5%	3.7%	1.0%	0.5%	1.0%
12TH GRADE	338	311	18	4	2	0	3
		92.0%	5.3%	1.2%	0.6%	0.0%	0.9%
TOTAL	1612	1401	105	63	18	7	18
		86.9%	6.5%	3.9%	1.1%	0.4%	1.1%

REASSIGNED	NUMBER OF RESPONSES	A	B	C	D	E	F
9TH GRADE	86	51	10	17	2	1	5
		59.3%	11.6%	19.8%	2.3%	1.2%	5.8%
10TH GRADE	75	45	9	12	6	1	2
		60.0%	12.0%	16.0%	8.0%	1.3%	2.7%
11TH GRADE	65	44	8	10	1	1	1
		67.7%	12.3%	15.4%	1.5%	1.5%	1.5%
12TH GRADE	56	51	1	3	1	0	0
		91.1%	1.8%	5.4%	1.8%	0.0%	0.0%
TOTAL	282	191	28	42	10	3	8
		67.7%	9.9%	14.9%	3.5%	1.1%	2.8%

HAVE YOU BEEN REASSIGNED TO A HIGH SCHOOL OTHER THAN THE SCHOOL THAT YOU LIVE CLOSEST TO?
A. YES B. NO

NON-REASSIGNED	NUMBER OF RESPONSES	A	B
9TH GRADE	486	101 20.8%	385 79.2%
10TH GRADE	420	92 21.9%	328 78.1%
11TH GRADE	404	73 18.1%	331 81.9%
12TH GRADE	342	43 12.6%	299 87.4%
TOTAL	1652	309 18.7%	1343 81.3%

REASSIGNED	NUMBER OF RESPONSES	A	B
9TH GRADE	89	47 52.8%	42 47.2%
10TH GRADE	78	47 60.3%	31 39.7%
11TH GRADE	66	35 53.0%	31 47.0%
12TH GRADE	52	28 53.8%	24 46.2%
TOTAL	285	157 55.1%	128 44.9%

Attachment B-2
(Page 1 of 1)

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SPRING, 1988 EMPLOYEE SURVEY RESPONSE SUMMARY -
EXTRACURRICULAR TRANSPORTATION

14. THE PROVISION OF EXTRACURRICULAR TRANSPORTATION MAKES IT POSSIBLE FOR SOME REASSIGNED SECONDARY STUDENTS WHO COULD NOT OTHERWISE DO SO TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TEACHERS						
SECONDARY	153	47	66	31	7	2
		30.7%	43.1%	20.3%	4.6%	1.3%
HIGH SCHOOL	86	30	40	10	5	1
		34.9%	46.5%	11.6%	5.8%	1.2%
MIDDLE/JUNIOR HIGH	67	17	26	21	2	1
		25.4%	38.8%	31.3%	3.0%	1.5%
TOTALS						
TEACHERS	153	47	66	31	7	2
		30.7%	43.1%	20.3%	4.6%	1.3%

15. A REDUCTION IN EXTRACURRICULAR TRANSPORTATION WOULD RESULT IN A REDUCED NUMBER OF REASSIGNED STUDENTS WHO WOULD BE ABLE TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TEACHERS						
SECONDARY	153	51	54	37	9	2
		33.3%	35.3%	24.2%	5.9%	1.3%
HIGH SCHOOL	87	28	34	17	6	2
		32.2%	39.1%	19.5%	6.9%	2.3%
MIDDLE/JUNIOR HIGH	66	23	20	20	3	0
		34.8%	30.3%	30.3%	4.5%	0.0%
TOTALS						
TEACHERS	153	51	54	37	9	2
		33.3%	35.3%	24.2%	5.9%	1.3%

Chapter 2 Formula

Appendix C

TEAMS HOMEWORK PILOT

CHAPTER 2 FORMULA

TEAMS HOMEWORK PILOT

Procedure

In September, 1987, the Assistant Superintendent for Secondary Education was consulted to discuss the evaluation plans for the TEAMS Homework Pilot. At that time, the Chapter 2 Formula evaluation associate was advised to meet with the academic administrative supervisor for secondary education to discuss the implementation of the Homework Pilot.

During the next three months, the administrative supervisor and the secondary instructional coordinator for mathematics were consulted periodically for updates on the development of student packets to be distributed to seventh and ninth grade students. These packets contain examples of how to work mathematics problems related to TEAMS objectives. About 40-50 practice problems with multiple choice answers are also included (about 1-3 problems per TEAMS objective). On the first page of these packets there is a note to parents explaining TEAMS and the purpose of the homework packets, as one of the purposes of the packets is to have parents participate by assisting their children with these activities.

In January, 1988, a student survey was developed by ORE to be distributed with the TEAMS homework packets. A copy of the draft of this survey is included as Attachment C-1. Plans called for this survey to be printed on a self-addressed, stamped postcard that would be attached on the packets of a sample of 400-500 seventh and ninth grade students.

Results

In January, 1988, a decision was made to postpone distribution of the TEAMS homework packets until the 1988-89 school year. Therefore, no surveys were distributed, and no evaluation results were compiled.

DRAFT

We would like to know what you thought about this TEAMS homework booklet. Please answer each question below by circling the best answer. Then mail this pre-addressed postcard back to the Office of Research and Evaluation (it doesn't need a stamp). If you have any questions, call Lauren Moede at 458-1227. Thanks!

1. How much of the homework booklet did you complete?

   ALL MOST SOME NONE

2. Did your parents help you? YES NO

3. Did you have any problems understanding the directions or explanations of how to work the problems? YES NO

4. Would you have preferred to have these activities spread out into several booklets? YES NO

5. Did you find these activities helpful in preparing for the TEAMS? YES NO

6. Did you enjoy the activities? YES NO

7. In what grade are you? 7th 9th

Chapter 2 Formula

Appendix D

OUTDOOR LEARNING PROGRAM

CHAPTER 2 FORMULA

OUTDOOR LEARNING PROGRAM

Procedure

Information concerning the Outdoor Learning Program evaluation was collected from program records and through an interview. The procedure for each method will be discussed separately below.

Interview

On May 25, 1988, an interview was held with the Outdoor Learning Program Coordinator to discuss the evaluation of the program. A final count of classes served was also obtained.

Program Records

Teachers of classes scheduled for a 1987-88 study trip filled out program registration forms. In addition to information on the school, grade, class size, and site, the cards asked for an ethnic breakdown of the class. A sample Teacher Card is included as Attachment D-1.

Results

Results will be discussed by the evaluation question they address.

D4-1. HOW WERE STUDY TRIP ASSIGNMENTS MADE? HOW DID THE PROGRAM FUNCTION DURING THE 1987-88 SCHOOL YEAR?

Because the Outdoor Learning Program traditionally generates interest from more classes than it can serve, a random drawing of eligible applicants was held in the fall to determine this year's participants. During 1987-88, all teachers in grades 1, 3, 4, and 5 in selected elementary schools were eligible to apply. The program coordinator reported that 13 non-Priority, low SES elementary schools were included in the program this year.

Of the approximately 200 teachers that applied, 131 (about two-thirds) were selected in the drawing. A memorandum from the program coordinator to the school principals is included as Attachment D-2, and a teacher application form is included as Attachment D-3.

Each grade visited a different site to learn a different set of essential elements (EE). Figure D-1 shows the sites by grade. The EEs for each grade are included as Attachment D-4.

GRADE	STUDY SITE
1	Crowe's Nest Farm
1	Mayfield Park
3	Wild Basin
4	Austin Nature Center (Reptiles)
5	Austin Nature Center (Birds of Prey)

Figure D-1. OUTDOOR LEARNING STUDY TRIPS BY GRADE AND SITE.

D4-2. HOW MANY STUDENTS WERE SERVED?

Program records show that 2,923 students were served by the Outdoor Learning Program. Of these, 2,778 made half-day study trips, and 145 made 4-day camping trips. Chapter 2 Formula Funds paid all transportation costs and site admission fees. The cost per student based on the allocated funding level of $16,000 was $5.47. (See Figure D-2.)

PROGRAM	# STUDENTS	ALLOCATED FUNDING	COST PER STUDENT
Study trips	2,778	$11,700	$4.57 (1/2 day)
Camping	145	3,300	20.69 (4 days)
Supplies	N/A	1,000	N/A
TOTAL	2,923	16,000	5.47

Figure D-2. NUMBER OF STUDENTS SERVED AND COST PER STUDENT.

From the data available on the Teacher Cards, it was possible to determine the ethnicity of students participating in study trips. Information was available for 2,726 of the 2,923 students (93%). These data are compared to the AISD percentages in Figure D-3. Students from all major ethnic groups were represented, with more minority students served by this program than are enrolled in the District overall.

ETHNICITY	NUMBER	PROGRAM %	AISD %
Black	794	29.1%	19.9%
Hispanic	1115	40.9%	31.3%
Anglo	778	26.7%	46.5%
Other	89	3.3%	2.3%

Figure D-3. ETHNICITY OF OUTDOOR LEARNING PROGRAM STUDY TRIP PARTICIPANTS. (AISD percentages shown for comparison based on January, 1988, enrollment)

D4-2. HOW MANY STUDY TRIPS WERE FUNDED?

A total of 131 classes went on study trips in Austin, and 7.5 classes attended camp. Chapter 2 Formula funds paid all transportation costs and site admission fees. Figure D-4 shows the number of classes served by grade and school. Unsolicited teacher comments are included as Attachment D-5. All 15 expressed positive reactions to the study trips.

SCHOOL	GRADE			
	1	3	4	5
Andrews	6	-	-	-
Blanton	3	2	2	2
Brown	5	3	3	2
Dawson	5	3	2	4
Harris	5	4	4	2
Houston	-	2	5	4
Linder	8	2	3	4
Maplewood	4	-	2	2
Reilly	3	5	3	2
Ridgetop	2	2	-	-
Walnut Creek	3	3	2	4
Wooldridge	-	-	-	-
Wooten	5	-	2	2
TOTAL	49	26	28	28

Figure D-4. NUMBER OF CLASSES SERVED BY GRADE AND SCHOOL.

In addition to study trips, selected fifth grade classes attended overnight camp (four days, three nights) through an arrangement with the Houston ISD. As well as teaching selected essential elements for the fifth grade, this outdoor learning experience was designed to boost students' confidence and enhance their self esteem through mastery of a new situation. These fifth graders will be entering middle school next fall, and two of the schools, Reilly and Harris, both feed into Pearce. Thus, they had a chance to establish friendships with students they will meet again in sixth grade. Figure D-5 shows schools and students participating.

SCHOOL	GRADE	CLASSES	STUDENTS	LOCATION
Walnut Creek	5	3	70	Camp Olympia
Reilly	5	2	30	Camp Cullen
Harris	5	2.5	45	Camp Cullen

Figure D-5. SCHOOLS AND STUDENTS SERVED BY THE OUTDOOR LEARNING CAMPING PROGRAM.

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Attachment D-1
(Page 1 of 1)

TEACHER CARD
1987 - 88

*One card per Teacher.
Return this form along with a bus request.

NAME: _____

SCHOOL: _____

GRADE: _____

TOTAL # OF STUDENTS IN CLASS: _____

ETHNIC BREAKDOWN:
Black _____
Hispanic _____
Anglo _____
Other _____

TEACHER'S SIGNATURE: _____

TRIP DATE: _____

SITE: Natural Sci. Center _____
Mayfield Park _____
Crowe's Nest _____
Wild Basin _____
Other _____

PRINCIPAL'S SIGNATURE: _____

OFFICE USE ONLY:

_____ TRANSPORTATION NUMBER

_____ NOTICE SENT

_____ PLACED ON CALENDAR

_____ PACKET MADE

87.14

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Elementary Education
October 27, 1987

Attachment D-2
(Page 1 of 1)

MEMORANDUM

TO: Select Principals

FROM: Lynda Pate

THROUGH: Jose Lopez

SUBJECT: Chapter 2 Outdoor Learning Trips

Students in fourteen elementary schools will have the opportunity to learn more about the unique geology, flora and fauna of the Austin area by participation in the Chapter 2 Outdoor Learning Program. All transportation costs and admission fees will be provided for these study trips.

The study trips focus on students acquiring study skills and science concepts, reinforcing EE's, TEAMS, and ITBS objectives, and promoting social interaction among students. All trips are led by trained personnel to ensure maximum use of study trip time.

Each grade level has a different trip to take. Please review the attached information about each site. The trips have been planned to enrich and enhance required science units.

Grade 1 - Mayfield Park and Circle's Nest Farm
Grade 3 - Wild Basin
Grade 4 - Reptiles Program (Austin Nature Center)
Grade 5 - Birds of Prey Program (Austin Nature Center)

No trips are planned for Grades 2 or 6 at this time. However, they may be offered this spring.

Enclosed you will find a flyer for each classroom teacher in Grades 1, 3, 4, and 5. Each grade level's flyer is a different color. Teachers teaching split grade levels should be given the flyer for the lower grade level.

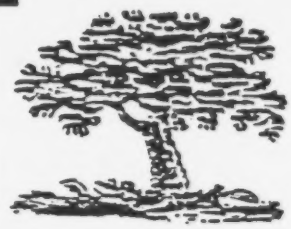
Thank you for helping distribute these flyers. If you have further questions or would like for me to meet with these select teachers, please call me at 451-8411, ext. 266.

APPROVED: LaVonne Rogers
La Vonne Rogers
Assistant Superintendent for
Elementary Education

Enclosures

xc: Ann Cunningham
Dr. Timy Baranoff

pate6/chp2trip



Attention!!

Attachment D-3
(Page 1 of 1)

3rd Grade Teachers

THE CHAPTER 2 OUTDOOR LEARNING PROGRAM WILL BE OFFERING A STUDY TRIP TO WILD BASIN, INCLUDING ADMISSION FEES AND TRANSPORTATION COSTS. TEACHERS IN SELECT SCHOOLS MAY APPLY TO TAKE THEIR CLASS ON THIS EXCITING AND STIMULATING FIELD TRIP WHICH WILL ENHANCE AND ENRICH THE REQUIRED CLASSROOM CURRICULUM.

WILD BASIN WILDERSNESS PRESERVE IS A 175 ACRE PARK THAT HAS BEEN DESIGNATED A WILDERNESS PRESERVE. IT IS LOCATED JUST OFF LOOP 360 NEAR THE ARCHED BRIDGE. IT IS AN EXCELLENT EXAMPLE OF THE HILL COUNTRY ENVIRONMENT WITH SEVERAL HABITATS, INCLUDING OAK-JUNIPER WOODLAND, SEMI-OPEN GRADDLANDS, AND A STREAMSIDE COMMUNITY.

THE GUIDED TOUR WILL BE FROM 9:30 to 12:00.

CUT HERE AND RETURN

☐ YES, I WANT TO TAKE MY CLASS TO WILD BASIN.

REGISTER MY CLASS TO ATTEND DURING THE MONTH OF _____ (if possible).

THERE IS ANOTHER TEACHER AT MY SCHOOL AND GRADE LEVEL WHO WOULD LIKE TO GO ALONG WITH ME AND MY CLASS NAMED _____.

MY NAME: _____

MY SCHOOL: _____

MY GRADE: 3rd

APPENDIX D
7

RETURN THIS FORM IMMEDIATLEY TO LYNDA PATE, ADMINISTRATION BUILDING.

Attachment D-4

ESSENTIAL ELEMENTS IN SCIENCE THAT RELATE TO THE OUTDOOR LEARNING PROGRAM

(Page 1 of 5)

TEACHER COMMENTS ON THE OUTDOOR LEARNING PROGRAM

The whole trip was very educational.

It was a very enjoyable trip. Our students loved it!

It was a very organized field trip, full of many learning experiences.

It was truly a learning experience (for all). The students were very excited and loved every minute of it.

This was one of the very best field trips! My students and I enjoyed this experience, and I sincerely hope to be invited back again.

Great! Had lots of fun.

The field trip was a real learning experience for the students.

We all enjoyed it very much. It was a fun-filled educational experience. Hope it will be available for our students again next year.

It was an excellent field trip!

Great! Very detailed information.

Excellent field trip!! Very well organized and interesting. Children loved it! Please offer it again.

The Wild Basin trip was great! The children really enjoyed it and learned quite a bit! Thank you so much.

We left school in a pouring rain! We didn't think we'd make it, but it turned out to be a great trip. Thank you!

We enjoyed our trip! Thanks!

The study trip was very interesting. The children enjoyed it very much. Thank you!

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ESSENTIAL ELEMENTS IN SCIENCE WHICH RELATE TO OUTDOOR LEARNING

Text: State Board of Education Rules for Curriculum "Principles, Standards, & Procedures For Accreditation of School Districts" pages 22-27.

K

2.(B) Observe objects in the environment.
(C) Observe events and changes in the environment.

3.(B) Classify objects from the environment as being living or non-living.

(C) Arrange events in sequential order.

4.(A) Describe objects from the environment.
(B) Describe external features of organisms.

GRADE I

1.(A) Use hand magnifers.

(B) Use comparators: length, area shape, height, size, texture, color.

(C) Practice safety.

2.(A) Observe properties of selected plants and animals.

(B) Observe differences and similarities in the physical world.

3.(B) Classify objects from the environment.

4.(A) Describe objects and events (sunrise, sunset, flood) from the environment.

(C) Describe the human use of plants and animals.

5. The student shall be provided opportunities to measure objects from the environment.

GRADE 2

1.(B) Use thermometers.

(C) Use comparators: mass, volume, symmetry, temperature, texture size, shape.

(D) Use rulers.

(E) Practice safety.

GRADE 2 (Continued)

2.(A) Observe patterns in properties of selected plants, animals and objects.

3.(A) Classify objects or selected plants and animals by comparing similarities and differencies.

(B) Sequence objects and events.

4.(A) Name objects from a description of their properties.

(C) Interpret the arrangement of data.

5. The student shall be provided opportunities to record measurement of objects.

6.(B) Predict the uses organisms make of their environment.

GRADE 3

1.(C) Practice safety.

2.(A) Observe patterns of growth in selected organisms.

(B) Observe that life occurs in cycles.

(C) Observe physical structures.

3.(A) Classify objects or events by comparing similarities and differences in their properties.

(C) Classify natural resources.

4.(A) Describe changes that occur in environment.

5.(A) Record measurement of objects.

(B) Map and measure the locations of objects.

6. The student shall be provided opportunities to predict the outcome of an action.

GRADE 4

1.(F) Practice safety.

2.(B) Observe that all living organisms depend on plants (food chain, food web).

4.(B) Describe the changes that occur in weather and their effects.

(D) Describe how plants and animals protect themselves.

GRADE 4 (Continued)

5.(B) Measure the growth of plants and animals.

6. The student shall be provided opportunities to predict an outcome from a trend in data (weather forecastings).

GRADE 5

1.(C) Practice safety.

2.(A) Observe phenomena of natural cycles.

3.(A) Classify objects, actions or events according to similarities and differences.

4.(A) Describe changes in objects and events (rock cycles, life cycles).

5.(A) Collect information by measuring objects and recording data on graphs and tables.

(B) Measure weather conditions (temperature, wind direction and speed, humidity).

6.(B) Predict cause-and-effect relationships.

7.(C) Compare various ecosystems

GRADE 6

1.(D) Practice safety.

4.(B) Describe animal behaviors.

Attachment D-5

TEACHER COMMENTS ON THE OUTDOOR LEARNING PROGRAM

The whole trip was very educational.

It was a very enjoyable trip. Our students loved it!

It was a very organized field trip, full of many learning experiences.

It was truly a learning experience (for all). The students were very excited and loved every minute of it.

This was one of the very best field trips! My students and I enjoyed this experience, and I sincerely hope to be invited back again.

Great! Had lots of fun.

The field trip was a real learning experience for the students.

We all enjoyed it very much. It was a fun-filled educational experience. Hope it will be available for our students again next year.

It was an excellent field trip!

Great! Very detailed information.

Excellent field trip!! Very well organized and interesting. Children loved it! Please offer it again.

The Wild Basin trip was great! The children really enjoyed it and learned quite a bit! Thank you so much.

We left school in a pouring rain! We didn't think we'd make it, but it turned out to be a great trip. Thank you!

We enjoyed our trip! Thanks!

The study trip was very interesting. The children enjoyed it very much. Thank you!

Chapter 2 Formula

Appendix E

PEER ASSISTANCE AND LEADERSHIP PROGRAM

CHAPTER 2 FORMULA

PEER ASSISTANCE AND LEADERSHIP PROGRAM

Procedure

The information collected concerning the Peer Assistance and Leadership (PAL) Program was collected using four different instruments. The procedure for each instrument will be discussed separately below.

SGR File

In order to determine the number of students in the PAL course each semester, the District priorities data analyst used the SGR (Student Scheduling/Grade Reporting) file to run a count of students enrolled in course 9328. Counts were run by school for each semester.

Monthly Progress Report

In order to collect information concerning implementation of the PAL program, a copy of the Monthly Progress Report (see Attachment E-1) was sent to each PAL sponsor one week before the end of each month (see Attachment E-2 for cover letter). Sponsors were requested to return the completed form by the fifth working day of the following month; if they had not been received on time, sponsors were called and reminded to submit this information. Responses to each of the items were tallied by hand to obtain year-end totals.

Student Survey

During the fall, 1987, semester, a districtwide survey of all high school students was conducted from November 5-16. A total of 65 items were included in the item pool, and each student received from 10 to 26 of these items, depending on grade level and special program membership. Surveys were distributed to 15,230 students; 12,267 of these surveys were returned, for a return rate of 83%. This survey served as the means to get student input on specific programs, including the PAL program. Survey items were solicited from central administrators, program staff, and ORE staff. Included in the item pool were four items concerning the PAL program.

Teacher Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers and administrators. In 1987-88, the teacher survey was conducted in the spring and included a random sample of teachers. The survey was administered March

11 - May 13, 1988, and included 357 items overall. Of these items, teachers received 8-24 items per survey. The return rate for teachers was 78%; for administrators, the return rate was 89%. Survey items concerning the PAL program were solicited from central administrators, program staff, and ORE staff; five of these items were selected for inclusion in the teacher survey.

Results

The evaluation results will be presented by the evaluation question they address.

D6-1. HOW MANY STUDENTS WERE ENROLLED IN THE PAL COURSE AT EACH SCHOOL DURING THE FALL AND SPRING SEMESTERS?

During the fall, 1987 semester there were 120 students enrolled in the PAL course at seven high schools. During the spring, 1988, semester, a PAL course was added at Travis. The enrollment in the eight PAL programs during the spring, 1988 semester was 161, about the same as the 159 enrolled in seven PAL programs last spring. Figure E-1 shows the number of students enrolled at each school.

Fall, 1987 Enrollment in PAL	
Austin High	29
Crockett	5
Johnston	34
Lanier	16
LBJ	14
Reagan	11
Robbins	11
FALL TOTAL	120

Spring, 1988 Enrollment in PAL	
Austin High	28
Crockett	18
Johnston	40
Lanier	17
LBJ	15
Reagan	19
Robbins	7
Travis	17
SPRING TOTAL	161

Figure E-1. NUMBER OF STUDENTS ENROLLED IN PAL BY SCHOOL.

D6-2. HOW MANY TARGET STUDENTS WERE SERVED? IN WHAT SCHOOLS WERE THESE STUDENTS ENROLLED?

A count based on teachers' monthly reports showed a total of 999 target students were served by the PAL program during 1987-88. Figures E-2 and E-3 show the number of students served by grade level.

	ELEMENTARY	JUNIOR HIGH/ MIDDLE SCHOOL	SENIOR HIGH	TOTAL
SEPTEMBER	18*	58*	82*	158*
OCTOBER	108	185	135	428
NOVEMBER	90	195	134	419
DECEMBER	102	185	150	437
JANUARY	94	160	177	431
FEBRUARY	119*	72*	133*	324*
MARCH	174	202	202	578
APRIL	178	160	220	558
MAY	116	191	204	511
TOTAL	999	1,408	1,437	3,844

* PAL students in training. Some schools did not serve any target students during September or February.

Figure E-2. NUMBER OF STUDENTS SERVED BY PAL PROGRAM DURING THE 1987-88 SCHOOL YEAR (duplicated count - students may be counted each month).

	ELEMENTARY	JUNIOR HIGH/ MIDDLE SCHOOL	SENIOR HIGH	TOTAL
SEPTEMBER	18*	58*	82*	158*
OCTOBER	72	119	78	269
NOVEMBER	1	12	43	56
DECEMBER	6	7	39	52
JANUARY	5	6	14	25
FEBRUARY	0*	0*	0*	0*
MARCH	135	128	74	337
APRIL	18	14	45	77
MAY	21	3	1	25
TOTAL	276	347	376	**999**

* PAL students in training. Some schools did not serve any target students during September or February.

Figure E-3. NUMBER OF STUDENTS SERVED BY PAL PROGRAM DURING THE 1987-88 SCHOOL YEAR (**unduplicated count**).

Students served by the PAL program came from 28 schools (10 elementary schools, 10 junior high/middle schools, and 8 senior high schools). The schools are listed in Figure E-4.

ELEMENTARY	JUNIOR HIGH/ MIDDLE SCHOOL	SENIOR HIGH
Blackshear	O. Henry	Austin High
Allan	Martin	Crockett
Metz	Murchison	Johnston
Brooke	Burnet	Lanier
Govalle	Pearce	LBJ
Campbell	Dobie	Reagan
Andrews	F.R.Rice, Read	Robbins
St. Elmo	Porter	Travis
Joslin	Mendez	
Ortega	Lamar	Clifton Center

Figure E-4. SCHOOLS IN WHICH STUDENTS SERVED BY PAL WERE ENROLLED, 1987-88.

E6-3. HOW MANY HOURS OF SERVICE WERE PROVIDED BY THE PAL STUDENTS?

A total of 11,393 hours of service were provided by PAL students. Figure E-5 shows the number of hours of service by grade level.

	ELEMENTARY	JUNIOR HIGH/ MIDDLE SCHOOL	SENIOR HIGH	TOTAL
SEPTEMBER	18*	75*	68*	161*
OCTOBER	668	328	306	1,303
NOVEMBER	440	351	214	1,005
DECEMBER	521	455	359	1,335
JANUARY	473	235	310	1,018
FEBRUARY	623*	116*	274*	1,013
MARCH	857	433	435	1,725
APRIL	938	576	496	2,010
MAY	927	514	383	1,824
TOTAL	5,465	3,083	2,845	11,393

Figure E-5. NUMBER OF HOURS OF PAL SERVICE BY GRADE LEVEL

E6-4. HOW DID STUDENTS, TEACHERS, AND ADMINISTRATORS VIEW THE PAL PROGRAM?

Administrators (n=67), teachers (n=217), and students (n=119) received four questions on their districtwide surveys concerning the PAL program. In general, their responses

suggest that, of those responding:

- Almost all of the students (95.3%), over half the campus administrators (72.7%), and less than half the teachers (48.7%) agree that the PAL program is an effective way to help students with academic problems.

- Almost all the students (93.2%), about three-fourths of the campus administrators (73.6%), and less than half the teachers (48.1%) agreed that the PAL program is an effective way to help students avoid problems with drugs or alcohol.

- Almost all the students (98.9%), three-fourths of the campus administrators (79.2%), and about half the teachers (56.5%) agreed that the PAL program is an effective way to work with students who are potential dropouts.

- Almost all the students (97.7%) and about half the campus administrators (53.7%) agreed that the PAL program is an effective way to work with students with emotional or behavioral problems. Only 40.9% of the teachers agreed.

Discussion

Overall, elementary teachers were the most negative about the PAL program, while students reported a consistently high level of support for the program. About half (48.8%) the elementary teachers responded that they were neutral or didn't know how to rate the program; only about a quarter (28.9%) of them had referred a student to PAL. The overall agreement rate for administrators (69.8%) was about 20 points higher than that for teachers (48.6%). A summary of employee responses to all the PAL items is included as Attachment E-1. Student responses are included as Attachment E-2.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSE SUMMARY FOR FALL, 1987 STUDENT SURVEY

7. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR PEER FACILITATORS TO HELP STUDENTS WITH ACADEMIC PROBLEMS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
9TH GRADE	2	1 50.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%
10TH GRADE	1	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%
11TH GRADE	31	23 74.2%	6 19.4%	2 6.5%	0 0.0%	0 0.0%
12TH GRADE	51	38 74.5%	11 21.6%	1 2.0%	1 2.0%	0 0.0%
TOTAL	85	62 72.9%	19 22.4%	3 3.5%	1 1.2%	0 0.0%

8. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR PEER FACILITATORS TO HELP STUDENTS AVOID PROBLEMS WITH DRUGS OR ALCOHOL.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
9TH GRADE	2	1 50.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%
10TH GRADE	1	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%
11TH GRADE	33	17 51.5%	13 39.4%	1 3.0%	1 3.0%	1 3.0%
12TH GRADE	52	34 65.4%	15 28.8%	1 1.9%	0 0.0%	2 3.8%
TOTAL	88	52 59.1%	30 34.1%	2 2.3%	1 1.1%	3 3.4%

9. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR PEER FACILITATORS TO WORK WITH STUDENTS WHO ARE POTENTIAL DROPOUTS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
9TH GRADE	2	1 50.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%
10TH GRADE	1	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%
11TH GRADE	34	24 70.6%	10 29.4%	0 0.0%	0 0.0%	0 0.0%
12TH GRADE	54	40 74.1%	13 24.1%	0 0.0%	1 1.9%	0 0.0%
TOTAL	91	65 71.4%	25 27.5%	0 0.0%	1 1.1%	0 0.0%

10. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR PEER FACILITATORS TO WORK WITH STUDENTS WITH EMOTIONAL OR BEHAVIORAL PROBLEMS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
9TH GRADE	2	2 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
10TH GRADE	1	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%
11TH GRADE	34	29 85.3%	4 11.8%	1 2.9%	0 0.0%	0 0.0%
12TH GRADE	51	41 80.4%	9 17.6%	0 0.0%	1 2.0%	0 0.0%
TOTAL	88	72 81.8%	14 15.9%	1 1.1%	1 1.1%	0 0.0%

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SPRING, 1988 EMPLOYEE SURVEY RESPONSE SUMMARY - PAL

232. HAVE YOU EVER REFERRED A STUDENT TO THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM FOR ASSISTANCE FROM A PAL FACILITATOR?
A. YES B. NO

	NUMBER OF RESPONSES	A	B
TEACHERS			
ELEMENTARY	38	11	27
		28.9%	71.1%
SECONDARY	112	47	65
		42.0%	58.0%
HIGH SCHOOL	77	35	42
		45.5%	54.5%
MIDDLE/JUNIOR HIGH	35	12	23
		34.3%	65.7%
ADMINISTRATORS			
CAMPUS	53	37	16
		69.8%	30.2%
TOTALS			
TEACHERS	150	58	92
		38.7%	61.3%
ADMINISTRATORS	53	37	16
		69.8%	30.2%

233. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR PEER FACILITATORS TO HELP STUDENTS WITH ACADEMIC PROBLEMS.
A. STRONGLY AGREE D. DISAGREE
B. AGREE E. STRONGLY DISAGREE
C. NEUTRAL F. DON'T KNOW

	NUMBER OF RESPONSES	A	B	C	D	E	F
TEACHERS							
ELEMENTARY	39	7	5	14	1	2	10
		17.9%	12.8%	35.9%	2.6%	5.1%	25.6%
SECONDARY	115	15	48	24	7	6	15
		13.0%	41.7%	20.9%	6.1%	5.2%	13.0%
HIGH SCHOOL	79	11	32	19	4	3	10
		13.9%	40.5%	24.1%	5.1%	3.8%	12.7%
MIDDLE/JUNIOR HIGH	36	4	16	5	3	3	5
		11.1%	44.4%	13.9%	8.3%	8.3%	13.9%
ADMINISTRATORS							
CAMPUS	55	24	16	9	4	0	2
		43.6%	29.1%	16.4%	7.3%	0.0%	3.6%
TOTALS							
TEACHERS	154	22	53	38	8	8	25
		14.3%	34.4%	24.7%	5.2%	5.2%	16.2%
ADMINISTRATORS	55	24	16	9	4	0	2
		43.6%	29.1%	16.4%	7.3%	0.0%	3.6%

234. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR PEER FACILITATORS TO HELP STUDENTS AVOID PROBLEMS WITH DRUGS OR ALCOHOL.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE
F. DON'T KNOW

	NUMBER OF RESPONSES	A	B	C	D	E	F
TEACHERS							
ELEMENTARY	39	5	13	10	1	0	10
		12.8%	33.3%	25.6%	2.6%	0.0%	25.6%
SECONDARY	115	9	47	29	6	5	19
		7.8%	40.9%	25.2%	5.2%	4.3%	16.5%
HIGH SCHOOL	80	5	34	20	4	3	14
		6.3%	42.5%	25.0%	5.0%	3.7%	17.5%
MIDDLE/JUNIOR HIGH	35	4	13	9	2	2	5
		11.4%	37.1%	25.7%	5.7%	5.7%	14.3%
ADMINISTRATORS							
CAMPUS	53	18	21	10	1	0	3
		34.0%	39.6%	18.9%	1.9%	0.0%	5.7%
TOTALS							
TEACHERS	154	14	60	39	7	5	29
		9.1%	39.0%	25.3%	4.5%	3.2%	18.8%
ADMINISTRATORS	53	18	21	10	1	0	3
		34.0%	39.6%	18.9%	1.9%	0.0%	5.7%

235. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR PEER FACILITATORS TO WORK WITH STUDENTS WHO ARE POTENTIAL DROPOUTS.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE
F. DON'T KNOW

	NUMBER OF RESPONSES	A	B	C	D	E	F
TEACHERS							
ELEMENTARY	40	5	18	7	1	0	9
		12.5%	45.0%	17.5%	2.5%	0.0%	22.5%
SECONDARY	114	19	45	21	6	5	18
		16.7%	39.5%	18.4%	5.3%	4.4%	15.8%
HIGH SCHOOL	79	10	33	15	4	4	13
		12.7%	41.8%	19.0%	5.1%	5.1%	16.5%
MIDDLE/JUNIOR HIGH	35	9	12	6	2	1	5
		25.7%	34.3%	17.1%	5.7%	2.9%	14.3%
ADMINISTRATORS							
CAMPUS	53	29	13	8	1	0	2
		54.7%	24.5%	15.1%	1.9%	0.0%	3.8%
TOTALS							
TEACHERS	154	24	63	28	7	5	27
		15.6%	40.9%	18.2%	4.5%	3.2%	17.5%
ADMINISTRATORS	53	29	13	8	1	0	2
		54.7%	24.5%	15.1%	1.9%	0.0%	3.8%

236. THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM IS AN EFFECTIVE WAY FOR PEER FACILITATORS TO WORK WITH STUDENTS WITH EMOTIONAL OR BEHAVIORAL PROBLEMS.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE
F. DON'T KNOW

	NUMBER OF RESPONSES	A	B	C	D	E	F
TEACHERS							
ELEMENTARY	40	5	15	8	2	1	9
		12.5%	37.5%	20.0%	5.0%	2.5%	22.5%
SECONDARY	114	7	36	33	11	7	20
		6.1%	31.6%	28.9%	9.6%	6.1%	17.5%
HIGH SCHOOL	78	3	22	25	9	5	14
		3.8%	28.2%	32.1%	11.5%	6.4%	17.9%
MIDDLE/JUNIOR HIGH	36	4	14	8	2	2	6
		11.1%	38.9%	22.2%	5.6%	5.6%	16.7%
ADMINISTRATORS							
CAMPUS	54	16	13	14	7	1	3
		29.6%	24.1%	25.9%	13.0%	1.9%	5.6%
TOTALS							
TEACHERS	154	12	51	41	13	8	29
		7.8%	33.1%	26.6%	8.4%	5.2%	18.8%
ADMINISTRATORS	54	16	13	14	7	1	3
		29.6%	24.1%	25.9%	13.0%	1.9%	5.6%

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Chapter 2 Formula

Appendix F

Pre-Kindergarten Classes

CHAPTER 2 FORMULA

PRE-KINDERGARTEN CLASSES

Procedure

INTERVIEW WITH CHAPTER ONE EVALUATOR

In the Summer of 1988 the Chapter 2 evaluation associate interviewed the Chapter 1 evaluator in order to obtain the information for the final report.

Results

D7-1 How did the pre- to posttest gains made on the Peabody Picture Vocabulary Test-Revised (PPVT-R) by prekindergarten students at Harris compare to the national norm? How do the gains compare to previous years?

The pre-K students at Harris made excellent gains on the Peabody Picture Vocabulary Test-Revised (PPVT-R) administered in May, 1988. Based on a sample of 23, these Chapter 2 Formula students averaged a gain of 13.4 standard score points from the pretest to the posttest, about the same as the overall AISD average gain for full-day pre-K students (14.0). From pretest to posttest, the standard scores of students making average gains are expected to remain constant so these gains indicate real growth rates well above the national average.

However, in 1986-87, the Harris half-day pre-K classes overall averaged similar gains, 13.7 points from pre- to posttest. Thus, students served full day this year did not show greater gains than those served half day last year.

Figure ___
HARRIS PRE-K PPVT-R SCORES

	PRE*	POST*	GAIN*	
1986-87	76.3	90.0	13.7	half day
1987-88	76.9	90.3	13.4	full day

*standard scores

Chapter 2 Formula

Appendix G

PRIVATE SCHOOLS

CHAPTER 2 FORMULA

PRIVATE SCHOOLS

Procedure

In the fall of 1987, the grants administrator was contacted concerning the procedures used in notifying qualified private schools of the application process for 1987-88 Chapter 2 funds. The procedures used are discussed in the results section of this appendix.

In order to collect information concerning the effectiveness of Chapter 2 expenditures made by private schools who received Chapter 2 funds, a TEA survey form was adapted by ORE staff to be completed by the schools involved (see Attachment G-1). This survey form was reviewed by the grants administrator and was sent during the first week of April, 1988 to private schools receiving funds (see Attachment G-2 for cover memo). A self-addressed, stamped envelope was included.

In May, 1988, program records were examined in the office of the grant administrator's bookkeeper in order to determine how funds were spent. These records included purchase requisitions submitted by private schools receiving Chapter 2 funds.

Results

Results will be discussed by the evaluation question they address.

D8-1. HOW WERE PRIVATE SCHOOLS NOTIFIED OF THEIR ELIGIBILITY TO PARTICIPATE IN THE DISTRIBUTION OF CHAPTER 2 FORMULA FUNDS?

In April, 1987, the grants administrator and Chapter 1 instructional administrator sent a memo explaining the application for 1987-88 funds to administrators of private (non-public) schools. Interested administrators were requested to complete a participation form indicating their intention to participate. This memo, participation form, and eligibility criteria are included as Attachment G-3.

In May, 1987, a reminder memo (Attachment G-4) was sent to administrators who did not return a participation form nor attended the planning meeting on May 14, 1987. Finally, on May 29, 1987, a certified letter (return receipt requested) was sent to administrators who had not responded to either of

was sent to provide documentation that all private schools had received notification of the application for funds.

In August, 1987, private schools were notified (see Attachment G-6) of the amount of funds allocated to their account. AISD purchasing procedures were attached (see Attachment G-7).

D8-2. WHAT MATERIALS, EQUIPMENT, OR LIBRARY RESOURCES DID PRIVATE SCHOOLS PURCHASE WITH CHAPTER 2 FORMULA FUNDS?

Chapter 2 Formula funds were allocated to privates schools to purchase instructional materials (for items used in the classroom), library resources (for items specifically housed in the library and checked out from there), or equipment (all of which must have been specifically approved by the Texas Education Agency).

A listing of the amount and type of appropriations for each of the non-profit schools is included as Attachment G-8.

D8-3. HOW DO PRIVATE SCHOOLS RATE EFFECTIVENESS OF THE MATERIALS, EQUIPMENT, OR LIBRARY RESOURCES PURCHASED WITH CHAPTER 2 FORMULA FUNDS?

Annually, recipients of Chapter 2 Formula funds are required by the Texas Education agency to evaluate the effectiveness of programs assisted with Chapter 2 funds. Using a TEA form adapted by ORE staff, private school administrators were surveyed concerning the effectiveness of the materials, library resources, and equipment purchased with Chapter 2 Formula funds. Completed forms were returned by 12 of the 14 schools for a return rate of 86%. Responses are included as Attachment G-9. The results are discussed below.

According to the surveys, private schools did not expend any Chapter 2 funds for students in remedial or enrichment migrant programs or students in special education programs. Only one school used Chapter 2 funds for books/materials for students in Bilingual/ESL programs, and this school rated the materials as only moderately effective. The three schools expending funds for books/materials for students in compensatory reading programs rated the items purchased from ineffective to extremely effective, as did the two schools purchasing books/materials for students in other compensatory language arts programs.

Several schools used their allocated Chapter 2 funds to purchase materials for students in Gifted/Talented programs. Of these, five schools purchased books/materials, which they

Of these, five schools purchased books/materials, which they rated from ineffective to extremely effective. The two schools purchasing computer hardware rated their purchases extremely effective, as did the two schools purchasing computer software with their Chapter 2 funds.

Books/materials and computer software were purchased by three schools for students in compensatory mathematics programs. The school which purchased software rated it moderately effective, while the two schools purchasing books/materials rated them ineffective or extremely effective.

Most of the expenditures made by private schools were to purchase materials for students not in any of the categories specified by TEA. Of those purchasing books and materials (n=11), one school rated their purchase ineffective, two rated them moderately effective, five rated them highly effective, and three rated them extremely effective. Computer hardware was purchased by three schools which rated their purchases highly to extremely effective. A total of six schools purchased computer software with their Chapter 2 funds; these schools rated these purchases from moderately effective to extremely effective.

Conclusion

For the most part, private schools purchased books and materials with their Chapter 2 Formula allocations. Computer hardware and software was also purchased by some of the private schools receiving funds. In general, these schools rated the items they purchased as being effective; that is, the items accomplished at least half of the intended purposes.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

EFFECTIVENESS RATINGS OF CHAPTER 2 EXPENDITURES

Rate the effectiveness of Chapter 2 expenditures for each of the following types of students by circling the number which best describes your opinion. Please do not circle more than one number or mark between the numbers. Use the key below for definitions of scales.

KEY

1 = INEFFECTIVE. Accomplished almost none (0% to 20%) of the intended purposes.

2 = NOT VERY EFFECTIVE. Accomplished few (21% to 40%) of the intended purposes.

3 = MODERATELY EFFECTIVE. Accomplished about half (41% to 60%) of the intended purposes.

4 = HIGHLY EFFECTIVE. Accomplished most (61% to 80%) of the intended purposes.

5 = EXTREMELY EFFECTIVE. Fully accomplished (81% to 100%) of the intended purposes.

N = NOT APPLICABLE. Materials described on any given line were not assisted with Chapter 2 block grant funds.

Students in Bilingual/ESL Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N

Students in Migrant Programs - Remedial

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N

Students in Migrant Programs - Enrichment

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N

PLEASE COMPLETE BACK PAGE

Students in Compensatory Reading Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N

Students in Other Compensatory Language Arts Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N

Students in Compensatory Mathematics Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N

Students in Gifted/Talented Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N

Students in Special Education Programs

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N

Students Not in Any of the Categories Above

Books, Materials	1	2	3	4	5	N
Computer Hardware	1	2	3	4	5	N
Computer Software	1	2	3	4	5	N

PLEASE SEND THIS COMPLETED FORM TO:

Lauren Moede
Austin Independent School District
Office of Research and Evaluation
6100 Guadalupe, Box 79
Austin, TX 78752

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AUSTIN INDEPENDENT SCHOOL DISTRICT

Department of Intergovernmental Relations

April 29, 1987

MEMORANDUM

TO: Administrators of Private (Non-Public) Schools

FROM: Ann Cunningham, Grants Administrator
Allie Langdon, Chapter 1 Instructional Administrator

SUBJECT: Application for 1987-88 Education Consolidation and Improvement Act Funds

The Austin Independent School District is preparing an application for Education Consolidation and Improvement Act (ECIA) funds. Chapter 1 of this act provides instructional and supportive assistance to educationally deprived children. Chapter 2 provides for instructional and supportive assistance in twenty-eight different areas. The Act became law in 1981, and this is the sixth year for the programs. Attached to this memorandum is eligibility criteria for both Chapter 1 and Chapter 2.

After carefully considering all information attached, please notify us of your intention to participate in Chapter 1 and/or Chapter 2 funds for the 1987-88 school year. A participation form is included in this packet for this purpose. A planning meeting will be held:

DATE: May 14, 1987
TIME: 10:00 a.m.
PLACE: Commerce Park, Building H
5555 N. Lamar (behind Warehouse Grocery)
West Conference Room
PHONE: 458-1291

Your attendance would be most helpful. If attendance is not possible, please notify us of your intentions by submitting the Participation Form no later than May 14, 1987.

dyh

attachments

xc: Dr. Garza
LaVonne Rogers
Timy Baranoff
Oscar Cantu
Catherine Christner
Lauren Moede
Sister Loretta Raphael
George Solano

APPROVED:

Lee Laws

5555 N. LAMAR BLVD., BLDG. H, AUSTIN, TEXAS 78751-1002 512/458-1291

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1987-88 Participation Form

ECIA Consolidated Application

Chapter 1

We would like to participate in the Chapter 1 program for the 1987-88 school year:

☐ YES ☐ NO

(We must have your decision by May 14, 1987)

Chapter 2

We would like to participate in the Chapter 2 funding for the 1987-88 school year:

☐ YES ☐ NO

(We must have your decision by May 14, 1987)

* *

A representative will be in attendance at the meeting on May 14, 1987:

☐ YES ☐ NO

School: _____

Contact Person: _____

Address: _____

Phone Number: _____

RETURN TO:

Ann Cunningham
AISD
5555 N. Lamar, Building H
Austin, TX 78751

Chapter 1

CONTENTS:

* Eligibility for Chapter 1 funds
* Civil Rights Certificate

ELIGIBILITY FOR CHAPTER 1 FUNDS

Chapter 1 (Title I) is a federally funded program for children performing below grade level. Funds are generally used to provide help for children in the basic skills areas.

Your school may be eligible for Chapter 1 support services if you have students enrolled who reside in a public school Chapter 1 attendance area.

Federal regulations require that nonpublic schools and A.I.S.D. schools use the same student selection criteria. The criteria set last year was at the 30 percentile. Students scoring below this scale on a standard achievement test might be eligible for Chapter 1 services through the Austin Independent School District's Chapter 1 Project.

Some points to consider in making the decision to apply for Chapter 1 funds if you have eligible students:

-Monies provided are primarily for supplementary instructional support.

-The per pupil allocation of funds is equal to that of AISD Chapter 1 students.

-Chapter 1 teachers and/or aides are generally provided, if funds permit.

-Your school should have enough students eligible for Chapter 1, so that a quality instructional support program may be established. A good rule of thumb to follow is to have at least 10 eligible students.

-The basic instructional program must be provided by regular classroom teachers on your campus. Chapter 1 staff provides <u>supplementary</u> instructional support as directed by the campus classroom teacher. Such services are <u>reinforcement</u> and <u>remedial</u> in nature.

-Chapter 1 staff assigned to your campus are employees of the Austin Independent School District and are subject to all rules, regulations, and policies thereof.

-Chapter 1 staff on your campus is supervised by the AISD Chapter 1 Instructional Administrator, who also provides technical assistance on Chapter 1 program operation to the campus Principal/Administrator. However, Chapter 1 staff cooperates fully with the campus classroom teachers and school's policies.

-Attendance at AISD Chapter 1 Staff Development sessions is required. Attendance at District Staff Development sessions is optional. (Teachers/Aides)

-Chapter 1 staff assigned to your campus must work the same number of days as AISD staff.

-Attendance data for payroll is verified and submitted to the District's Chapter 1 office by the principal and checks are received from the District's Chapter 1 office.

-The school principal and Chapter 1 staff are responsible for writing the program description and program activities to be submitted in AISD's Chapter 1 Application for the 1985-86 school year. Assistance will be provided by the Chapter 1 Administrator.

-Compliance with all federal regulations regarding nondiscrimination in accordance with the attached Statement of Assurances.

87.14

CIVIL RIGHTS CERTIFICATE

ASSURANCE OF COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, SECTION 504 OF THE REHABILITATION ACT OF 1973, TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, AND THE AGE DISCRIMINATION ACT OF 1975

The applicant provides this assurance in consideration of and for the purpose of obtaining Federal grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, or other Federal financial assistance to education programs or activities from the Department of Education.

The applicant assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.

2. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.

3. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.

4. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.

5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The applicant agrees that compliance with this Assurance constitutes a condition of continued receipt of Federal financial assistance, and that it is binding upon the applicant, its successors, transferees, and assignees for the period during which such assistance is provided. The applicant further assures that all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above statutes, regulations, guidelines, and standards against those students or employees. In the event of failure to comply the applicant understands that assistance can be terminated and the applicant denied the right to receive further assistance. The applicant also understands that the Department of Education may at its discretion seek a court order requiring compliance with the terms of the Assurance or seek other appropriate judicial relief.

The person or persons whose signature(s) appear(s) below is/are authorized to sign this application, and to commit the applicant to the above provisions.

_____ Date

_____ Authorized Official(s)

_____ Name of Applicant or Recipient

_____ Street

_____ City, State, Zip Code

Chapter 2

CONTENTS:

- Eligibility for Chapter 2 funds
- Annual Certification of Racial Nondiscrimination
- Civil Rights Certificate
- Needs Assessment Information
- Needs Assessment Form
- List of Possible Chapter 2 Activities

Since Chapter 2 funds are allocated on a per pupil basis, determined by the number of students participating, no specific allocations can be determined until we are advised as to your participation. For purposes of estimating your tentative allocation, use $7.00 per student participating in your proposed program.

ELIGIBILITY FOR CHAPTER 2 FUNDS

In order to be eligible for Chapter 2 funds a non-public school must:

....be a non-profit school.

....be in compliance with Title VI of the Civil Rights Act of 1964, and complete the Annual Certification of Racial Nondiscrimination for a Private School (see attached).

....be in compliance with Section 504, Rehabilitation Act of 1973. (This prohibits discrimination on the basis of disabling conditions.)

....be in compliance with Title IX of the Education Amendments of 1972. (This prohibits discrimination on the basis of sex.)

....allow the Texas Education Agency to exercise administrative direction and control over Chapter 2 funds.

....allow a public agency to keep title to and exercise continuing administrative control of all equipment and supplies acquired with Chapter 2 funds. (The public agency may place equipment and supplies on a private school for the period of time needed for the program.)

....use the equipment and supplies for secular, neutral and nonideological purposes.

....use the Chapter 2 funds to supplement and not supplant existing programs. (Funds must be used to provide an additional amount of services to those already available to the students in the non-public school.)

....not use Chapter 2 funds for the construction of facilities.

....show proof to the Local Education Agency of the needs of the children in the non-public school.

....show proof to the Local Education Agency of the number of those children who will participate in the Chapter 2 program.

....provide the Local Education Agency with a description of the Chapter 2 services to those children.

....provide administrative costs of the Chapter 2 program from Chapter 2 non-public school allocation.

Funds will be allocated on a per pupil basis. You will receive funds based upon the proration provided by Texas Education Agency.

87-14

Form **5578**

(Rev. January 1981)

Department of the Treasury
Internal Revenue Service

Annual Certification of Racial Nondiscrimination for a Private School Exempt from Federal Income Tax

(For Use by Organizations That Do Not File Form 990)

This Form is Open to Public Inspection

For IRS use ONLY ▷

For the period beginning _____, 19____, and ending _____, 19____

1(a) Name of organization which operates, supervises, and/or controls school(s)

(b) Employer identification number (see instructions under Definitions)

Address (number and street)

City or town, State, and ZIP code

2(a) Name of central organization holding group exemption letter covering the school(s). (If the same as the organization in 1(a) above, write "Same" and complete 2(c).) If the organization in 1(a) above holds an individual exemption letter, write "Not Applicable."

(b) Employer identification number

Address (number and street)

(c) Group exemption number (see instructions under Definitions)

City or town, State, and ZIP code

3(a) Name of school (if more than one school, write "See Attached," and attach list of the names, addresses, ZIP codes, and employer identification numbers of the schools). If same as the organization in 1(a) above, write "Same."

(b) Employer identification number, if any

Address (number and street)

City or town, State, and ZIP code

Under penalties of perjury, I hereby certify that I am authorized to take official action on behalf of the above school(s) and that to the best of my knowledge and belief the school(s) has (have) satisfied the applicable requirements of sections 4.01 through 4.05 of Revenue Procedure 75-50 for the period covered by this certification.

(Signature) (Title or authority of signer) (Date)

Instructions

Who Must File

Every organization that claims exemption from Federal income tax under section 501(c)(3) of the Code and that operates, supervises, or controls a private school or schools must file a certification of racial nondiscrimination. If an organization is required to file Form 990, Return of Organization Exempt from Income Tax, either as a separate return or as part of a group return, the certification should be made on Schedule A (Form 990) rather than on this form.

An authorized official of a central organization may file one form to certify for the school activities of subordinates, that would otherwise be required to file on an individual basis, but only if the central organization has enough control over the schools listed on the form to ensure that the schools maintain a racially nondiscriminatory policy as to students.

Definitions

A "racially nondiscriminatory policy as to students" means that the school admits the students of any race to all the rights, privileges, programs, and activities available to students at that school and that the school does not discriminate on the basis of race in the administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

The Service considers discrimination on the basis of race to include discrimination on the basis of color and national or ethnic origin.

A school is an educational organization which normally maintains a regular faculty and curriculum and normally has a regularly enrolled body of pupils or students in attendance at the place where its educational activities are regularly carried on. The term includes primary, secondary, preparatory, or high schools, and colleges and universities, whether operated as a separate legal entity or as an activity of a church or other organization described in section 501(c)(3) of the Code. The term also includes pre-schools and any other organization that is a school as defined in section 170(b)(1)(A)(ii) of the Code.

A central organization is an organization which has one or more subordinates under its general supervision or control. A subordinate is a chapter, local, post, or other unit of a central organization. A central organization may also be a subordinate, an example would be a State organization which has subordinate units and is itself affiliated with a national organization.

The employer identification number (EIN) is a nine-digit number issued by the Service to identify organizations subject to various provisions of the tax law.

The group exemption number (GEN) is a four-digit number issued to a central organization by the Service. It identifies a central organization that has received a ruling from the Service recognizing on a group basis the exemption from Federal income tax of the central organization and its covered subordinates.

When to File

Under Rev. Proc. 75-50, 1975-2 C.B. 587, a certification of racial nondiscrimination must be filed annually. File Form 5578 by the 15th day of the 5th month following the end of the organization's calendar year or fiscal period.

Where to File

If your principal office is located in— ▽	Send your return to the Internal Revenue Service Center below— ▽	
Connecticut, New Hampshire, Maine, Massachusetts, Rhode Island, or Vermont	Andover, MA	05501
Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, or Tennessee	Atlanta, GA	31101
Arkansas, Colorado, Kansas, Louisiana, New Mexico, Oklahoma, Texas, or Wyoming	Austin, TX	73301
Indiana, Kentucky, Michigan, Ohio, or West Virginia	Cincinnati, OH	45999
Arizona, California, Hawaii, Nevada, or Utah	Fresno, CA	93888
New Jersey or New York	Holtsville, NY	00501
Illinois, Iowa, Missouri, or Nebraska	Kansas City, MO	64999
Alaska, Idaho, Minnesota, Montana, North Dakota, Oregon, South Dakota, Washington, or Wisconsin	Ogden, UT	84201
Delaware, Maryland, Pennsylvania, Virginia, District of Columbia, any U.S. possession, or foreign country	Philadelphia, PA	19255

BEST COPY AVAILABLE

CIVIL RIGHTS CERTIFICATE

ASSURANCE OF COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, SECTION 504 OF THE REHABILITATION ACT OF 1973, TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, AND THE AGE DISCRIMINATION ACT OF 1975

The applicant provides this assurance in consideration of and for the purpose of obtaining Federal grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, or other Federal financial assistance to education programs or activities from the Department of Education.

The applicant assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.

2. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.

3. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.

4. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.

5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The applicant agrees that compliance with this Assurance constitutes a condition of continued receipt of Federal financial assistance, and that it is binding upon the applicant, its successors, transferees, and assignees for the period during which such assistance is provided. The applicant further assures that all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above statutes, regulations, guidelines, and standards against those students or employees. In the event of failure to comply the applicant understands that assistance can be terminated and the applicant denied the right to receive further assistance. The applicant also understands that the Department of Education may at its discretion seek a court order requiring compliance with the terms of the Assurance or seek other appropriate judicial relief.

The person or persons whose signature(s) appear(s) below is/are authorized to sign this application, and to commit the applicant to the above provisions.

_____
Date

_____
Authorized Official(s)

_____
Name of Applicant or Recipient

_____
Street

_____
City, State, Zip Code

NEEDS ASSESSMENT INFORMATION

Federal education programs are designed to meet specific needs of individual students. They are seldom meant for the general educational needs of a student body, or school. Meaningful participation of your students in a federally funded education program depends upon the administration's knowledge of students' educational needs and a willingness to document those needs for local and/or state education agency public school officials.

Early in the planning process of an application a local education agency needs to know specific information concerning the needs of your students for a given program or service. If plans have to be formulated with incomplete information, services may not really match student needs. For example, if your school library needs new science books, you need an inventory of your current inventory and an inventory of your projected needs. The information needs to be communicated to the local education agency as the planning process begins to assure that you stand a chance of getting what you need.

Many decisions must be made before presenting your needs. If you request new science materials the application might allocate funds for this in an instructional materials account. When you are ready to order and want science filmstrips, microscopes and filmstrips projectors you will find that your funds are not in accounts from which all of these can be purchased. An amendment would need to be filed requesting a transfer of funds to a capital outlay account for the microscopes and projectors. This creates a lot of work for the local education agency and a great delay in the use of the funds. You need to be ready to specify any equipment needs, textbook needs, library books, etc.

Each federal program has its own unique requirements. Each local education agency may develop its own needs assessment. It is an asset to the application process when private (non-public) schools know what their needs are and how they can best be met.

Adapted from information provided by George Solana
Catholic Conference Federal Programs Liason

NEEDS ASSESSMENT
CHAPTER 2 FUNDS 1987-88

I. Identification Information:

Name of School _____

Address of School _____

Phone Number _____

Name of Administrator (Principal) _____

Total Enrollment _____

Number of Assessed Handicapped Students _____

Number of Economically Deprived Students _____

Number of Educationally Deprived Students _____

Number of LEP (Limited English Proficient) Students _____

Number of Minority Students _____

II. Programatic Data:

° Type of Program/Service Requested (see list attached) _____

° Number of Students Directly Impacted by the Program/Service _____

° Number of Students to be Served _____

° Summary Description of Program/Service _____

_____

_____

° Time Line for Implementation _____

° Method of Evaluation of the Program/Service _____

_____

_____

III. Budget Information (approximate amounts)

Instructional Materials: $_____ Library Resources: $_____

Equipment Costing in excess of $100. (list by item and cost):

_____ $_____

_____ $_____

_____ $_____

$ _____

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Amendment # _____
(Complete only on Amendments

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Special Populations Programs
School Year 1984-85

County-District No. _____

Attachment G-3
(Page 12 of 12)

SCHEDULE #3I—Distribution of Funds

Date Submitted

ECIA, Chapter 2

Distribution of funds allocated for Chapter 2 activities:

		FY 1985 (A)	FY 1984 Carryover (B)
Subchapter A—Basic Skills Development	I.	$	$
1. State basic skills improvement program (ESEA, Title II)		$	$
2. Special programs for improving basic skills (ESEA, Title II)			
Subchapter B—Educational Improvement and Support Services	II.	$	$
1. Instructional materials and school library resources (ESEA, Title IV)		$	$
2. Improvement in local educational practices (ESEA, Title IV)			
3. Guidance, counseling, and testing (ESEA, Title IV)			
4. Emergency school aid (ESEA, Title VI)			
5. Precollege science teacher training (NSFA)			
6. Teacher corps and teacher centers (Higher Education Act of 1965)			
Subchapter C—Special Projects	III.	$	$
1. Metric education (ESEA, Title III)		$	$
2. Arts in education (ESEA, Title III)			
3. Preschool partnership programs (ESEA, Title III)			
4. Consumer education (ESEA, Title III)			
5. Youth employment (ESEA, Title III)			
6. Law-related education (ESEA, Title III)			
7. Environmental education (ESEA, Title III)			
8. Health education (ESEA, Title III)			
9. Correction education (ESEA, Title III)			
10. Dissemination of information (ESEA, Title III)			
11. Biomedical sciences (ESEA, Title III)			
12. Population education (ESEA, Title III)			
13. Community schools (ESEA, Title IV)			
14. Gifted and talented children (ESEA, Title IX)			
15. Educational proficiency standards (ESEA, Title IX)			
16. Women's educational equity (ESEA, Title IX)			
17. Special grants for safe schools (ESEA, Title IX)			
18. Ethnic heritage program (ESEA, Title IX)			
19. Career Education Incentive Act			
20. Follow through (Econ. Opp. Act, Title V, Part B)			
Indirect Cost	IV.	$	$
Total Chapter 2 funds budgeted for School Year 1984-85 (Sum of I+II+III+IV)	V.	$	$
Total Chapter 2 funds budgeted for School Year 1984-85 to be used for the benefit of children in private non-profit elementary and secondary schools (included in Total, Item V above).	VI.	$	$

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Intergovernmental Relations

May 14, 1987

MEMORANDUM 4

TO: Administrators of Non-Public (Private) Schools

FROM: Ann Cunningham AC
Allie Langdon AL

SUBJECT: ECIA Chapter 1/Chapter 2 Application

The Austin Independent School District is preparing its application to the Texas Education Agency for funds from Chapter 1 and Chapter 2 of the Education Consolidation and Improvement Act of 1981. We mailed information to you concerning your participation on April 28, 1987. A planning meeting was held on May 14, 1987. At this time, we have not heard from you.

This memo serves as the final announcement to request funding from Chapter 1 or Chapter 2 of the Education Consolidation and Improvement Act for the 1987-88 school year. If we have not heard from you by 4:00 p.m. on May 25, 1987, we must assume that you do not wish to participate in the distribution of these funds.

You may respond by mailing the participation form in the packet or by calling Ann Cunningham at 458-1291. A second participation form is attached for your convenience.

dyh

attachment

xc: Dr. Garza
Ambrosio Melendrez

APPROVED:

Lee Laws
Lee Laws

5555 N. LAMAR BLVD., BLDG. H, AUSTIN, TEXAS 78751-1002 512/458-1291

87.14

1987-88 Participation Form

ECIA Consolidated Application

Chapter 1

We would like to participate in the Chapter 1 program for the 1987-88 school year:

☐ YES ☐ NO

(We must have your decision by May 14, 1987)

Chapter 2

We would like to participate in the Chapter 2 funding for the 1987-88 school year:

☐ YES ☐ NO

(We must have your decision by May 14, 1987)

* *

A representative will be in attendance at the meeting on May 14, 1987:

☐ YES ☐ NO

School: _____

Contact Person: _____

Address: _____

Phone Number: _____

RETURN TO:

Ann Cunningham
AISD
5555 N. Lamar, Building H
Austin, TX 78751

****

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PRIVATE (NON-PUBLIC) SCHOOL
NEEDS ASSESSMENT
CHAPTER 2 FUNDS 1987-88

I. Identification Information:

Name of School _____

Address of School _____

Phone Number _____

Name of Administrator (Principal) _____

Total Enrollment _____

Number of Assessed Handicapped Students _____

Number of Economically Deprived Students _____

Number of Educationally Deprived Students _____

Number of LEP (Limited English Proficient) Students _____

Number of Minority Students _____

II. Programatic Data:

° Type of Program/Service Requested (see list attached) _____

° Number of Students Directly Impacted by the Program/Service _____

° Number of Students to be Served _____

° Summary Description of Program/Service _____

_____

_____

° Time Line for Implementation _____

° Method of Evaluation of the Program/Service _____

_____

_____

III. Budget Information (approximate amounts)

Instructional Materials: $_____ Library Resources: $_____

Equipment Costing in excess of $100. (list by item and cost):

_____ $_____

_____ $_____

_____ $_____

$ 96

87.14

Attachment G-5
(Page 1 of 1)
5

AUSTIN INDEPENDENT SCHOOL DISTRICT

Department of Intergovernmental Relations

May 29, 1987

MEMORANDUM

TO: Administrators of Non-Public (Private) Schools

FROM: Ann Cunningham
Allie Langdon

SUBJECT: ECIA Chapter 1/Chapter 2 Application

The Austin Independent School District is preparing its application to the Texas Education Agency for funds from Chapter 1 and Chapter 2 of the Education Consolidation and Improvement Act of 1981. We mailed information to you concerning your participation on April 29, 1987 and May 14, 1987. At this time we have not heard from you.

Texas Education Agency requires that we have proof in our files that you received notification of this application. This certified letter, return receipt requested, is sent to provide this necessary documentation.

dyh

xc: Dr. Gonzalo Garza
Ambrosio Melendrez

APPROVED:

Lee Laws

Lee Laws

5555 N. LAMAR BLVD., BLDG. H, AUSTIN, TEXAS 78751-1002 512/458-1291

87.14

Austin Independent School District
Department of Intergovernmental Relations

August 24, 1987

MEMORANDUM

TO: Kirsten Sotebier
Austin Waldorf School

FROM: Ann Cunningham

SUBJECT: ECIA Chapter 2 Formula Funds

Our application for Chapter 2 Formula Funds from the Education Consolidation Improvement Act of 1981, has been approved by the Texas Education Agency. Funds were requested for your school in this application.

Procedures have been established so that you may begin spending these funds. Accounts have been set up for your school. You will need to prepare purchase requisitions and send them to this office. They will receive approval and be sent to the AISD Finance Office for final processing.

Attached are directions for completing the purchase requisition forms and a completed sample. AISD purchase requisition forms are included in this package. The account number(s) for your school are listed below:

388-11-6399.01-677	Instructional Materials	$ 1,325

Please remember that Instructional Materials accounts can be used only for items that will be used in the classroom. Library Resources are items specifically housed in the library and checked out from there. All equipment must have been specifically approved, item by item, by Texas Education Agency. If you did not request equipment in the spring, it will need to be requested and approved in an amendment. This is a time consuming process. We will be doing an amendment sometime during the winter to take care of any such requests.

5555 North Lamar, Bldg. H Austin, Texas 78751-1001 512/458-1291

Funds of this nature are intended to be used for the school year in which they were appropriated. Because of this, we would like to have all purchase orders initiated by December 11, 1987. This will provide sufficient time for materials to be received for use during the spring semester.

Because of rapidly increasing prices and transportation expenses, we need to make allowances for these increases for each purchase requisition. We will be setting aside 15% of the total of each purchase requisition to cover these items. When final payment is made on each order, any unused funds will be added back into your balance. We will notify you of any remaining funds so that they may be completely expended.

If you have any questions, please call me at 458-1291.

dyh

attachments

xc: Sister Loretta
George Solana
Lester Lindig
Johnette Champion

APPROVED:

Lee Laws

waldorf

***** **THESE INSTRUCTIONS ARE ESSENTIAL IN COMPLETING A PURCHASE REQUISITION PROPERLY. PLEASE TAKE THE TIME TO READ THESE INSTRUCTIONS CAREFULLY AND KEEP THEM HANDY FOR FUTURE REFERENCE.**

ANY PURCHASE REQUISITIONS RECEIVED THAT ARE INCORRECT WILL BE RETURNED TO YOU TO BE RE-DONE. THIS WILL CAUSE AN UNNECESSARY DELAY IN THE RECEIPT OF YOUR MATERIALS.

SECTION 1 - COMPLETING THE PURCHASE REQUISITION

1. Carbon paper <u>is not</u> needed. The forms are printed on NCR paper.

2. Your school name is recorded in the space provided for "School".

3. The "Department" name to be used is CHAPTER 2.

4. "Date Needed" is indicated ASAP (As Soon As Possible).

5. The name of the school principal or director should be typed in the space provided for "Requisitioned By". This person should then initial beside his/her name.

6. The "Purchase Order No." is completed by the AISD Finance Office, so this should be left blank.

7. The "Account Number" to be used is the one provided in the attached memo.

8. The "Date" is the date the requisition is being typed.

9. In the "Item" column, the items being ordered are numbered from 1 to 10. (See item # 19). **ALL ITEMS MUST BE DOUBLE SPACED.**

10. The "Quantity" column indicates the actual number of each item that you are ordering.

11. The next area of the form is for description. Give as much information as you can (i.e., size, color, quality, catalog number, etc.).

12. The "Unit Price" is the price **PER SINGLE ITEM.**

13. The "Discount" column is where any discounts should be recorded, by percentage (i.e., 10%, 15%, 20%, etc.).

14. The "Total Cost" is to reflect the number of items ordered times the unit price, less any discount reflected.

87.14

15. The total cost of the order should be reflected in the lower right-hand block on the requisition. This should also include any shipping/handling charges. (See item # 18).

16. The bottom left section is for AISD office use only, so again this should be left blank.

17. The bottom right section should be completed with the **ENTIRE** name and address of the vendor.

SECTION 2 - ADDITIONAL INFORMATION REGARDING PURCHASE REQUISITIONS

18. All known shipping and/or handling charges **MUST** be shown separately on the Purchase Requisition.

19. Please remember that you may only order ten (10) items on a purchase requisition. If more than ten items are needed FROM ONE VENDOR, please fill out the top part of the requisition (#'s 2-7). Then in the body of the requisition, type **SEE ATTACHED LIST.** Put your total in the bottom right block and fill out all vendor information. Then attach a sheet with ITEM NO., QUANTITY, DESCRIPTION, UNIT PRICE, DISC., TOTAL COST, and list your items. (See sample).

20. A Purchase Requisition **MUST BE** in the amount of $15.00 or more. The Finance Office will not process paper work if the order is below the $15.00 minimum.

21. Keep the **PINK** copy of the purchase requisition for your files. Send the **WHITE AND YELLOW** copies to:

Ann Cunningham
AISD
5555 N. Lamar, Bldg. H
Austin, TX 78751

22. You will receive a **BLUE** and **YELLOW** copy of the Purchase Order from the Finance Office. Keep these filed together with the corresponding Purchase Requisition.

23. When your order is received, please **sign** and **date** the **YELLOW** copy of the PURCHASE ORDER in the space provided at the bottom of the sheet. Send this form to Ann Cunningham at the above address to indicate receipt of the materials. **Do not send this form to the Administration Building.** (This yellow sheet is referred to as the "Yellow Receiving Sheet"). For your record keeping, staple the **BLUE** copy of the Purchase Order to the **PINK** copy of the requisition and keep them in your files for future reference.

87.14

PURCHASE REQUISITION

Austin Independent School District

For Supplies, Materials and Equipment Not in Warehouse Stock

ol LINCOLN

rtment CHAPTER 2

Needed ASAP

isitioned By: JANE DOE

Requisition Nº 17108

Purchase Order No. _____

Account No. xxx-xx-xxxx.xx-xxx (use your own account #)

Date July 4, 1999

Quantity	Tell here what is wanted—Describe fully size, color, quality, catalog—give number, etc., when applicable. Limit to 10 items or use attached list.	Unit Price	Disc.	Total Cost
1	No. 968 VH:RTS-80 Meet the Computer: Beginning Topics, for TRS-80 Model	29.00		29.00
2	No. 429-VH Understanding the Computer	99.00		198.00

SAMPLE

end original and first copy of this requisition to the Finance Office — Total: 227.00

roved ( ) Disapproved ( )

rvisor _____

ipal or Director _____

_____

Received: _____

VENDOR:

Sunburst Communications
FIRM

Room VH-5
STREET ADDRESS

39 Washington Avenue

Pleasantville, N.Y. 10570
CITY STATE ZIP

_____
Director of Finance

87.14

Austin Independent School District

For Supplies, Materials and Equipment
Not in Warehouse Stock

Attachment G-7
(Page 4 of 12)

ol Commerce Park

Requisition Nº 16382

artment Chapter 2

Purchase Order No.

Needed ASAP

Account No. 386-21-6399.00-850

isitioned By: Ann Cunningham

Date 1-29-87

m	Quantity	Tell here what is wanted—Describe fully size, color, quality, catalog—give number, etc., when applicable. Limit to 10 items or use attached list.	Unit Price	Disc.	Total Cost
		SEE ATTACHED LIST (2 pages)			
					451.86
				20%	- 90.37

SAMPLE

RECEIVED
JAN 29 1987
Ansid...10.....

Send original and first copy of this requisition to the Finance Office — Total: → 361.49

proved (✓) Disapproved ( )

pervisor Ann Cunningham

ncipal or Director

e Received:

VENDOR:

Bairs
FIRM

501 E. 53rd Street
STREET ADDRESS

Austin, TX 78751
CITY STATE ZIP

Director of Finance

	1 box	Smead Top Tab Folders SME 2-153LGN	19.50	19.50
2	1 box	Smead Top Tab Folders SME 2-153LGY	19.50	19.50
3	1 box	Smead Top Tab Folders SME-153LPK	19.50	19.50
4	2 box	Smead Top Tab Folders SME-153LY	19.50	39.00
5	1 box	Esselte Hanging Folders ESS 4152-1/5BLU	14.55	14.55
6	1 box	Quality Park C-Pak Envelopes QUA 69001	4.86	4.86
7	6 eac	Papermate Pens PAP 355-01.	2.10	12.60
8	6 eac	Papermate Refills PAP 471-04	1.04	6.24
9	6 eac	Pilot Precise Rolling Ball Pen PIL BX5-GN	1.19	7.14
10	12 eac	Perma Pak Box PER 1215	3.25	39.00
11	25 eac	Smead Top Tab FIle Pockets SME 1524E	1.39	34.75
12	2 box	Smead Pressboard Top Tab Folders SME 2403	27.50	55.00
13	3 box	Esselte Top Tab File Guides ESS XPN925	12.59	37.77
14	1 pkg	Avery Labels AVE FF3-BK	3.41	3.41
15	1 pkg	Avery Labels AVE FF3-LR	3.41	3.41
16	2 pkg	Avery Labels AVE FF3-OE	3.41	6.82
17	1 pkg	Avery Labels AVE FF3-PE	3.41	3.41
18	2 pkg	Avery Labels AVE FF3-WE	3.41	6.82
19	2 box	Dennison Labels DEN 43-797	3.52	7.04
20	8 eac	Cardinal Data Binders 1 of each { CAQ 33412, CAQ 33413, CAQ 33414, CAQ 33415, CAQ 33416, CAQ 33417, CAQ 33418, CAQ 33419 }	4.10	32.80
21	10 set	Aigner Data Indexes AIG CL 1411UN	2.40	24.00
22	10 set	Sparco Ring Binder Index SPR 21350	.80	8.00
23	2 pad	Wilson Jones Column Pad WJ G7603	2.99	5.98

	12 eac	Pilot Mechanical Pencil PIL H115-BE	1.69	20.28
25	2 box	Faber Castell Erasers FAB 813R	2.40	4.80
26	2 box	Faber Castell Erasers FAB 827R	2.40	4.80
27	2 eac	Jet Eraser FAB 813B	1.30	2.60
28	6 pkg	Sparco Memo filler Sheets SPR F46-250	1.38	8.28
				451.86
			LESS 20% DISCOUNT	- 90.37
				361.49

NON-PROFIT PRIVATE SCHOOL 1987 - 1988

AISD Enrollment	62901	Entitlement	$549,124		
Private School Enrollment	2565	Per Pupil	$8.3879	Private School Allocation	$21,515
Total Enrollment	65,466				

SCHOOL	ENROLLMENT	APPROPRIATION	TENTATIVE APPROPRIATION	MATERIALS	EQUIPMENT	LIBRARY RESOURCES
Austin Waldorf	158	$1,325.2882	$1,325	$1,325		
Creative Rapid Learning Center	85	712.9715	713	713		
Hope Lutheran School	75	629.0925	629	350		279
Kirby Hall School	128	1,073.6512	1,074	215	$300	559
Perry School	45	377.4555	377			377
Redeemer Lutheran	345	2,893.8255	2,894		2,894	
Sacred Heart	200	1,677.5800	1,678	878		800
St. Austin's	238	1,996.3202	1,996	1,396		600
St. Ignatius	245	2,055.0355	2,055	1,055		1,000
St. Louis	365	3,061.5835	3,062	1,350	650	1,062
St. Mary's Cathedral School	115	964.6085	965	475		490
St. Michael's Catholic Academy	240	2,013.0960	2,013			2,013
St. Paul's Lutheran	241	2,021.4839	2,021	950		1,071
St. Theresa's	85	712.9715	713		425	288
Totals	2565	$21,514.9635	$21,515	$8,707	$4,269	$8,539
						$21,515

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

EFFECTIVENESS RATINGS OF CHAPTER 2 EXPENDITURES

Rate the effectiveness of Chapter 2 expenditures for each of the following types of students by circling the number which best describes your opinion. Please do not circle more than one number or mark between the numbers. Use the key below for definitions of scales.

KEY

1 = INEFFECTIVE. Accomplished almost none (0% to 20%) of the intended purposes.

2 = NOT VERY EFFECTIVE. Accomplished few (21% to 40%) of the intended purposes.

3 = MODERATELY EFFECTIVE. Accomplished about half (41% to 60%) of the intended purposes.

4 = HIGHLY EFFECTIVE. Accomplished most (61% to 80%) of the intended purposes.

5 = EXTREMELY EFFECTIVE. Fully accomplished (81% to 100%) of the intended purposes.

N = NOT APPLICABLE. Materials described on any given line were not assisted with Chapter 2 block grant funds.

RESPONSES

Students in Bilingual/ESL Programs

Books, Materials	1	2	3 -1	4	5	N	
Computer Hardware	1	2	3	4	5	N	
Computer Software	1	2	3	4	5	N	

Students in Migrant Programs - Remedial

Books, Materials	1	2	3	4	5	N	
Computer Hardware	1	2	3	4	5	N	
Computer Software	1	2	3	4	5	N	

(N)

Students in Migrant Programs - Enrichment

Books, Materials	1	2	3	4	5	N	
Computer Hardware	1	2	3	4	5	N	
Computer Software	1	2	3	4	5	N	

(N)

PLEASE COMPLETE BACK PAGE

Students in Compensatory Reading Programs

Books, Materials	1 -1	2	3 -1	4	5 -1	N	||||| ||||
Computer Hardware	1	2	3	4	5	N	||||| ||||| ||
Computer Software	1	2	3	4	5	N	||||| ||||| ||

Students in Other Compensatory Language Arts Programs

Books, Materials	1 -1	2	3	4	5 -1	N	||||| |||||
Computer Hardware	1	2	3	4	5	N	||||| ||||| |||
Computer Software	1	2	3	4	5	N	||||| ||||| |||

Students in Compensatory Mathematics Programs

Books, Materials	1 -1	2	3	4	5 -1	N	||||| |||||
Computer Hardware	1	2	3	4	5	N	||||| ||||| |||
Computer Software	1	2	3 -1	4	5	N	||||| |||||	

Students in Gifted/Talented Programs

Books, Materials	1 -1	2	3 -11	4	5 -111	N	|||||	
Computer Hardware	1	2	3	4	5 -11	N	||||| |||||
Computer Software	1	2	3	4	5 -11	N	||||| |||||

Students in Special Education Programs

Books, Materials	1	2	3	4	5	N	||||| ||||| ||
Computer Hardware	1	2	3	4	5	N	||||| ||||| ||
Computer Software	1	2	3	4	5	N	||||| ||||| ||

Students Not in Any of the Categories Above

Books, Materials	1 -1	2	3 -11	4 -|||||	5 -111	N		
Computer Hardware	1	2	3	4 -1	5 -11	N	||||| ||||
Computer Software	1	2	3 -1	4 -11	5 -111	N	|||||	

2 8 8 4

7% 30% 30%

PLEASE SEND THIS COMPLETED FORM TO:

7 8 14

Lauren Moede
Austin Independent School District
Office of Research and Evaluation
6100 Guadalupe, Box 79
Austin, TX 78752

87.14

Chapter 2 Formula

Appendix H

PROJECT ASSIST

CHAPTER 2 FORMULA

PROJECT ASSIST

Procedure

Project ASSIST Logs

The instructional monitors at the four Project ASSIST schools (Blackshear-105, Blanton-106, Walnut Creek-141, and Wooldridge-152) were sent a memo (see Attachment H-1) explaining that they would be provided with a computer-generated printout (see Attachment H-2) to record the referrals to the ASSIST classroom. Each printout contained an alphabetical listing of the students in each grade level. The dates for the six weeks during which the log was used were listed in columns. If a student spent any time in the ASSIST classroom, the monitor put a check in the row of that student's name and in the appropriate column for that date.

An updated printout was sent to the monitors one week prior to the beginning of the next six weeks. Each new printout was updated to reflect students that enrolled or withdrew during the previous six weeks; however, monitors were instructed to add names of new students to the printout if they were referred to the ASSIST classroom and their names were not listed on the current printout.

The student identification numbers of students referred to ASSIST were entered on a CRT screen into a Project ASSIST data file (SA-LMDAT 01 01). A SAS program (SA-LM002 01 01) was used to merge the data file with the Student Master File in order to tabulate frequency tables of sex by school, grade by school, and ethnicity by school. The Project ASSIST file was merged with the Special Education File in order to tabulate a frequency table of special education status by school.

OSA Files

The Office of Student Affairs maintains a file (OSA) on AISD students receiving suspensions and corporal punishment. Prior to the 1984-85 school year, suspensions were categorized as short (1-3 days), intermediate (4-10 days), or long (more than 10 days). During the 1984-85 school year, a short suspension could run from one to five days, and the categories of intermediate and long term suspensions were eliminated. In their place, the categories of expulsion or removal were created, and a student could be suspended for

any number of days. The categories were again revised for the 1985-86 school year. They were:

- Compelling (1-5 day suspension)
- Pre-Hearing (1-5 day suspension)
- Removal to Alternative Education Program (secondary only), and
- Expulsion.

Records from the Office of Students Affairs contain the type of suspension, the total number of days the student missed due to the suspension, the student's Special Education status as well as the student's school code. Because data for the category including students removed to an alternative education program was available only for the 1985-86 year, it was not used in comparing incidences of suspension.

A COBOL program (named "WENDY") was developed by an Office of Research and Evaluation programmer to obtain the suspension and corporal punishment data from the OSA file. Because of the changes in categories for suspensions, data in individual categories could not be compared across years. Instead, the total number of disciplinary actions was compared.

Results

Overall, records returned showed 320 students were referred to the assist room at the four schools. Blanton's rate was over twice as high as the next highest school, Walnut Creek. This could be a function of the different philosophy of Blanton's principal towards the ASSIST program.

Grade Level

The percentage of students referred to the ASSIST classroom by grade varied among the schools (see Figure H-1). Overall, the largest number of referrals were 5th grade students, with the fewest number of referrals being among kindergarten students. (see Attachment H-3)

Sex

At all four schools, more males than females were referred to ASSIST at least once. (See Attachment H-4)

Ethnicity

At all of the ASSIST schools, Blacks were referred to the ASSIST classroom in greater numbers than Anglo/Others or Hispanics. The number of Anglo/Other referrals equaled or exceeded the number of Hispanic referrals at all schools except for Blanton. The percentage of Blacks referred to ASSIST exceeded the percentage of Blacks enrolled in each of the ASSIST schools. Similarly, the percentages of Hispanic

and Anglo/Other referrals were smaller than the percentages of Hispanic and Anglo/Other students enrolled in these four schools. Figure H-1 shows the number of students referred by ethnicity.

SCHOOL	ETHNICITY BLACK	HISPANIC	ANGLO/OTHER
Blackshear	30 (63.8%)	17 (36.2%)	0 (0.0%)
(% Schoolwide)	(59.0%)	(39.0%)	(2.0%)
Blanton	120 (79.5%)	9 (6.0%)	22 (14.5%)
(% Schoolwide)	(63.0%)	(18.0%)	(19.0%)
Walnut Creek	24 (40.0%)	10 (16.7%)	26 (43.3%)
(% Schoolwide)	(23.0%)	(30.0%)	(47.0%)
Wooldridge	32 (54.2%)	9 (15.3%)	18 (30.5%)
(% Schoolwide)	(27.0%)	(19.0%)	(54.0%)
TOTAL	206 (64.4%)	47 (14.7%)	67 (20.9%)

Figure H-1. UNDUPLICATED COUNT OF STUDENTS REFERRED TO ASSIST BY ETHNICITY.

Special Education Status

The number of Special Education students at each of the four ASSIST schools was obtained from a District Priorities programd (DP-SASCE 02 02) in order to compare the number of special education students referred to ASSIST to the special education population at each school. To obtain the percentage of special education students per school the School Characteristic Files were consulted. As can be seen in Figure H-2, the percentage of referrals to ASSIST for Special Education students was two to four times the percentage of Special Education students at each of the four Project ASSIST schools.

SCHOOL	PERCENT SPECIAL EDUCATION	REFERRALS FOR SPECIAL EDUCATION STUDENTS	REFERRALS FOR NON-SPECIAL EDUCATION STUDENTS
Blackshear	8.3%	15 (32.0%)	32 (68.0%)
Blanton	9.7%	21 (14.0%)	150 (86.0%)
Walnut Creek	4.9%	12 (20.0%)	48 (80.0%)
Woolridge	6.0%	10 (17.0%)	49 (83.0%)

Figure H-2. SPECIAL EDUCATION STUDENTS REFERRED TO ASSIST

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

September 4, 1987

TO: Project ASSIST Instructional Monitors

FROM: Lauren Moede, Chapter 2 Formula Evaluation Associate

SUBJECT: Project ASSIST Logs

As part of the evaluation of Project ASSIST, computerized logs will be used again this year to collect information concerning the students referred to the ASSIST room in participating schools. The format of the printout is the same as last year's; however, this year you will simply check the dates during which students were in your ASSIST classroom. The sample log enclosed shows several examples of students who have been referred to ASSIST. If you have any new students who are not listed, please include their names on the last page of the printout.

An updated printout listing all of the students enrolled in your school (grades K-5 or K-6) will be sent to you every six weeks. The printout for the first six weeks is enclosed. Please begin using the log as soon as you receive it. If you have any questions concerning the log, please call me at 458-1227. My hours are 7:45 to 12:45, Monday through Thursday.

LM:lnm
Enclosures

Approved: _____
Executive Director
Department of Management Information

Approved: LaVonne Rogers
Assistant Superintendent
Elementary Education

cc: ASSIST Principals
Ann Cunningham
Tom Anderson

CONFIDENTIAL

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT AND INFORMATION
OFFICE OF RESEARCH AND EVALUATION

PROJECT ASSIST LOG FOR THE 1ST SIX WEEKS

87.14

SCHOOL :

GRADE :

MONITOR : _____

INSTRUCTIONS: LISTED BELOW ARE THE STUDENTS CURRENTLY ENROLLED IN YOUR SCHOOL. IF A STUDENT SPENDS ANY PORTION OF A DAY IN THE ASSIST ROOM, PUT A CHECK IN THE COLUMN CORRESPONDING TO THAT DATE. IF YOU HAVE ANY NEW STUDENTS WHO ARE NOT LISTED, INCLUDE THEIR NAMES AND THE DATES THEY WERE IN ASSIST ON THE LAST PAGE OF THIS PRINTOUT. WHEN THIS LOG IS COMPLETED, PLEASE SEND IT THROUGH THE SCHOOL MAIL TO: LAUREN MOEDE, ADMINISTRATION BUILDING, BOX 79. THANK YOU.

		DATE																																
		SEPTEMBER																							OCTOBER										
STUDENT	ID #	1	2	3	4	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	1	2	5	6	7	8	9	12	13	14		
BELLAMY							✓																											
COLO																											✓							
COOPER																																		
DEMING											✓																							
EARLEY																																		
ESCALANTE																																		
EVERHART															✓	✓																		
GARTIN																																		
GIBREAL									✓											✓	✓													
GONZALEZ																																		
GREENWOOD																																		

APPENDIX H
6.

Attachment H-2

TABLE OF GRADE BY SCHOOL

GRADE / SCHOOL	105	106	141	152	999	TOTAL
K	0	10	2	1	0	13
	0.00	3.13	0.63	0.31	0.00	4.06
	0.00	76.92	15.38	7.69	0.00	
	0.00	6.62	3.33	1.69	0.00	
01	2	10	5	5	0	22
	0.63	3.13	1.56	1.56	0.00	6.88
	9.09	45.45	22.73	22.73	0.00	
	4.26	6.62	8.33	8.47	0.00	
02	6	15	9	4	0	34
	1.88	4.69	2.81	1.25	0.00	10.63
	17.65	44.12	26.47	11.76	0.00	
	12.77	9.93	15.00	6.78	0.00	
03	3	22	8	18	1	52
	0.94	6.88	2.50	5.63	0.31	16.25
	5.77	42.31	15.38	34.62	1.92	
	6.38	14.57	13.33	30.51	33.33	
04	8	38	8	13	1	68
	2.50	11.88	2.50	4.06	0.31	21.25
	11.76	55.88	11.76	19.12	1.47	
	17.02	25.17	13.33	22.03	33.33	
05	22	32	28	18	1	101
	6.88	10.00	8.75	5.63	0.31	31.56
	21.78	31.68	27.72	17.82	0.99	
	46.81	21.19	46.67	30.51	33.33	
06	6	24	0	0	0	30
	1.88	7.50	0.00	0.00	0.00	9.38
	20.00	80.00	0.00	0.00	0.00	
	12.77	15.89	0.00	0.00	0.00	
TOTAL	47	151	60	59	3	320
	14.69	47.19	18.75	18.44	0.94	100.00

FREQUENCY MISSING = 2

TABLE OF SEX BY SCHOOL

SEX	SCHOOL					
FREQUENCY PERCENT ROW PCT COL PCT	105	106	141	152	999	TOTAL
1	34	103	43	44	3	227
	10.63	32.19	13.44	13.75	0.94	70.94
	14.98	45.37	18.94	19.38	1.32	
	72.34	68.21	71.67	74.58	100.00	
3	13	48	17	15	0	93
	4.06	15.00	5.31	4.69	0.00	29.06
	13.98	51.61	18.28	16.13	0.00	
	27.66	31.79	28.33	25.42	0.00	
TOTAL	47	151	60	59	3	320
	14.69	47.19	18.75	18.44	0.94	100.00

FREQUENCY MISSING = 2

Chapter 2 Formula

Appendix I

SCHOOL-COMMUNITY LIAISON PROGRAM

CHAPTER 2 FORMULA

SCHOOL-COMMUNITY LIAISON PROGRAM

Procedure

Information concerning the School-Community Liaison Program evaluation was collected in two ways. The procedure for each will be discussed separately below.

Interview

On June 2, 1988, an interview was held with the coordinator of Home/School Services by the Chapter 2 Formula evaluation associate. The functioning and overall goals of the program were discussed.

Program Records

All records related to the School-Community Liaison Program's Chapter 2 Formula-funded budget accounts were kept at the program office located at Sanchez Elementary. On June 3, 1988, the number and type of bus requests were tallied in the office of the School-Community Liaison Representatives' secretary.

Results

D10-1. WHAT SERVICES WERE PROVIDED WITH THE SCHOOL-COMMUNITY LIAISON PROGRAM SUPPORT FUNDS?

The School-Community Liaison Program used its $12,000 in allotted Chapter 2 Formula funds for transportation in support of a variety of community, multicultural, and dropout prevention activities.

D10-1. WHO USED THE SERVICES AND FOR WHAT PURPOSES?

At the beginning of the school year, the coordinator of Home/School Services sent a letter to all secondary and elementary principals explaining the types of transportation services eligible for Chapter 2 Formula funding. Special projects such as the alternative schools and the Clifton Center could also apply for these services. A sample letter is included as Attachment I-1. Schools needing transportation completed a request form and submitted it to the School-Community Liaison Representatives' secretary. This request was routed to the Grants Administrator for approval. Schools that did not follow this procedure but were eligible for Chapter 2 Formula-funded transportation could request reimbursement by submitting a request through the procedure outlined above.

D10-2. WERE MULTICULTURAL ACTIVITIES ORGANIZED TO PROVIDE SOCIAL INTERACTION FOR ELEMENTARY STUDENTS?

Transportation was provided to parents and students for the purpose of attending activities such as school orientations, Parent-Teacher Association (PTA) meetings, study trips, and multicultural events. During the 1987-88 school year, the School-Community Liaison Program office received 166 requests for 280 buses. These buses were paid for out of both current and carryover Chapter 2 Formula funds. Figure I-1 lists the bus requests.

ACTIVITY	NO. OF REQUESTS	NO. OF BUSES
PTA ACTIVITIES	4	5
SCHOOL ORIENTATIONS	11	16
MULTICULTURAL ACTIVITIES Total:	101	193
o Hispanic heritage events	3	12
o Texas Heritage Center	4	23
o Pioneer Farm	1	2
o Cesar Chavez speech	2	3
o Black heritage events	19	44
o UT Opera Lab Theatre	1	1
o Mexic-Arte exhibit	1	1
o Dougherty Arts Center	1	2
o Arts Warehouse	1	1
o Laguna Gloria Art Musesum	4	4
o Chinese New Year	1	1
o Folklorico program	33	55
o Carver Library	3	3
o Huntington Art Museum	5	18
o Austin Children's Museum	15	15
o Mariachi band performance	1	1
o Texas Memorial Museum	2	2
o Children's art exhibit	2	2
o UT Performing Arts Center	1	2
o National Association of Bilingual Educators (folklorico performance)	1	1
ONGOING ACTIVITY		
o Day Glo Program at Zilker (every Wednesday, 8 weeks)	16	16
STUDY TRIPS Total:	17	28
o Discovery Hall	1	1
o Pedernales Falls State Park	2	2
o Track Meets	2	12
o Camp Lone Star	2	3

o UT Astronomy Department	1	1
o Leander State Park	3	3
o Wild Basin	2	2
o Leander sports event	1	1
o Bergstrom AFB	1	1
o Clifton Center to Sportspark	1	1
o Brackenridge Children's Hospital	1	1
ADOPT-A-SCHOOL ACTIVITIES		
o Tours of Austin Light, Zachary Scott Theatre, Karate center	5	5
OTHER Total:	17	17
o Jump Rope for Heart	1	1
o Zilker Park (PAL)	4	4
o Wimberley	1	1
o Dropout Prevention	11	11
TOTAL:	166	280

Figure I-1. SCHOOL-COMMUNITY LIAISON PROGRAM BUS REQUESTS.

D10-3. HOW MANY STUDENTS WERE SERVED? HOW MANY PARENTS WERE SERVED?

Based on an estimate of 60 persons per bus, approximately 16,500 students and 300 parents were served by this program. The approximate cost per person based on an allocation of $12,000 plus a $7,530 carryover was $1.16.

87.14

Attachment I-1
(Page 1 of 1)

AUSTIN INDEPENDENT SCHOOL DISTRICT

HOME/SCHOOL SERVICES

August 18, 1987

TO: Principals

FROM: Bill Perry, Coordinator BP

SUBJECT: Bus Requests

The office of Home/School Services (SCL Program) has supported special transportation needs for schools for a number of years. There are limited transportation funds (from Chapter I!) available for multicultural and drop-out prevention activities this year. General guidelines for utilizing this service follow.

(1) Please send your bus request to Jo Wilson, Sanchez Elementary School, 10 days in advance.

(2) If for some reason you need to cancel a bus requested through this program, please contact Jo Wilson, 476-2457.

(3) Retroactive requests for previous services cannot be honored.

(4) Field trips related to content areas will not be approved. Please fund these from your "study trip" budget.

Your cooperation will be appreciated.

Approved:

Charles Akins
Assistant Superintendent
Operations/Community Resources

Freda Holley,
Assistant Superintendent for
Secondary Education

LaVonne Rogers
Assistant Superintendent for
Elementary Education

cc: Transportation Dept.
Supervising Principals

Chapter 2 Formula

Appendix J

SPANISH ACADEMY

CHAPTER 2 FORMULA

SPANISH ACADEMY

Procedure

During September, 1987, the Chapter 2 Formula evaluation associate met with the three Spanish Academy teachers to discuss the evaluation. A draft of the course evaluation was discussed, and additional questions to be included were suggested by the teachers. Methods of distributing the course evaluation forms were discussed, and a decision of which participants would receive the form was made.

On November 30, 1987, copies of the evaluation form were delivered to the Spanish Academy office (see Attachment J-1 for the evaluation form and Attachment J-2 for the cover letter). Teachers were asked to pass out the form and a self-addressed school mail envelope to each participant who attended at least six classes. Participants were requested to complete the form and return it to ORE in the self-addressed envelope. Participants who attended at least six classes but were absent during the last class of the session were sent a copy of the evaluation form and a return envelope.

Copies of attendance rosters kept by the teachers were requested in order to tabulate the number of participants in attendance. These records were sent to ORE in January and May, 1988.

Results

Results will be discussed by the evaluation question they address.

D11-1. HOW MANY AISD PERSONNEL WERE ENROLLED IN A SPANISH ACADEMY CLASS?

Attendance rosters kept by the Spanish Academy teachers indicated that 452 participants enrolled in Spanish Academy classes during the summer, fall, and spring semesters. Overall, 62% of the participants attended at least six classes. Most of these persons were therefore eligible for AAT (Advanced Academic Training) or TESD (Time Equivalency Staff Development) credit. Figure J-1 shows enrollment by class level and semester, and Figure J-2 shows number of classes and average enrollment.

	ENROLLMENT			
	1987 SUMMER	1987 FALL	1988 SPRING	TOTAL
Beginning	40	140	148	328
Intermediate	16	24	17	57
Advanced	9	13	13	35
Translating/ Interpreting	0	24	8	32
TOTAL	65	201	186	452
Attended 6 or more Classes	69%	61%	62%	

Figure J-1. AISD PERSONNEL ENROLLED IN SPANISH ACADEMY.

	NUMBER OF CLASSES			
	1987 SUMMER	1988 FALL	1988 SPRING	AVERAGE ENROLLMENT
Beginning	4	9	10	14
Intermediate	1	2	1	14
Advanced	1	1	2	9
Translating/ Interpreting	0	1	1	16
TOTAL	6	13	14	13

Figure J-2. NUMBER OF SPANISH ACADEMY CLASSES BY SEMESTER.

D11-1. WHAT POSITIONS WERE REPRESENTED IN THIS GROUP?

Participants completing the course evaluation form were asked to supply their job title on the survey form. Most (69%) of the respondents were teachers, with 10 jobs represented overall. Figure J-3 shows the job titles of the fall semester participants completing the course evaluation form.

JOB TITLE	NO. REPRESENTED
Teacher	49
Librarian	6
Counselor	5
Speech Pathologist	3
Bus Driver	2
Secretary	2
Architect	1
Associate School Psychologist	1
Internal Auditor	1
Student Records Assistant	1
TOTAL	71

Figure J-3. AISD JOB POSITIONS REPRESENTED BY RESPONDENTS TO THE FALL, 1987, SEMESTER COURSE EVALUATION FORM.

Participants were also asked to supply the name of the school in which they taught or their job location. Figure J-4 shows the responses to this item.

JOB LOCATIONS OF SPANISH ACADEMY PARTICIPANTS		
Allan	Maplewood	McCallum HS
Andrews	Mathews	Reagan HS
Barton Hills	Metz	
Becker	Norman	Carruth Annex
Blackshear	Ortega	Children's Psychiatric Unit
Blanton	Patton	
Brooke	Reilly	Construction Management
Campbell	Sanchez	Early Childhood Assessment Center
Dawson	Sims	
Govalle	Sunset Valley	Homebound Services
Hill	Widen	Internal Auditing
Highland Park	Zilker	Saegert Bus Terminal
Houston		Student Records and Reports
Kocurek	Fulmore MS	
Linder	Porter MS	VH Itinerant Program

Figure J-4. AISD JOB LOCATIONS REPRESENTED BY RESPONDENTS TO THE FALL, 1987, SEMESTER COURSE EVALUATION FORM.

D11-2. HOW DID THE PARTICIPANTS EVALUATE THE COURSE?

Participants in the fall semester who attended at least six classes were asked to evaluate the Spanish Academy. Completed forms were returned by 71 participants (based on the 122 forms distributed to eligible participants, the return rate was 58.2%).

In general, participants' responses indicated that:

- Overall, the Spanish Academy course was excellent (79.4% agreed) or good (19.1% agreed).

- Over half (61.8%) of the respondents reported that, in general, the course had helped a lot, and over a third (38.2%) agreed that the course had helped some.

- Most (79.7%) of those responding said that the course had improved their rapport with Hispanic students.

- About a quarter (27.9%) of the respondents reported that their participation in the Spanish Academy affected their Hispanic students' achievement. Only 8.2% of the respondents said that their participation had not affected their Hispanic students' achievement. The remaining respondents (63.9%) said that this item was not applicable to their teaching situation.

- Almost all (97.1%) of those responding said that they would continue taking Spanish Academy classes.

The remaining items on the survey were open-ended questions dealing with aspects of the course that should be maintained or deleted, and the number of semesters the respondent had attended the Spanish Academy. In general, participants' responses indicated that:

- Many of the respondents said that all aspects of the Spanish Academy should be maintained for future classes. The informal atmosphere and the teaching method used were cited several times as aspects that should be maintained.

- Although many of the respondents said that they could not think of any aspects of the Spanish Academy that should be left out, some requested that homework assignments and some of the games used should be omitted.

- The majority (72.1%) of the respondents reported that they had attended the Spanish Academy for one semester. The other respondents had attended from 2 to 12 semesters.

D11-3. DID PARTICIPATION IN THE PROGRAM HELP THE PARTICIPANTS IN THEIR JOBS?

Almost all of the respondents reported that the course had helped them a lot (43.5%) or some (55.1%) in their jobs. Only one respondent (1.4%) said that the course had not helped at all. These responses are more positive that those received during the 1986-87 school year, when 66.7% of the respondents to the fall and spring course surveys said the course had helped some, 20.6% said the course had helped a lot, and 12.7% said that the course has not helped at all.

Responses to all survey items are included in Attachment J-3.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

SPANISH ACADEMY EVALUATION FORM

CLASS LOCATION: _____

CLASS TAKEN (Beginner, Intermediate, Advanced, Translation/Interpretation): _____

YOUR JOB TITLE: _____

YOUR SCHOOL NAME OR JOB LOCATION: _____

Please circle the most appropriate response.

1. Overall, the Spanish Academy course was:

EXCELLENT **GOOD** **ADEQUATE** **POOR** **VERY POOR**

2. Has this course helped you in your job? **A LOT** **SOME** **NOT AT ALL**
   If it has, please explain how.

3. Has this course helped you in general? **A LOT** **SOME** **NOT AT ALL**
   If it has, please explain how.

4. Do you feel the course has improved your rapport with Hispanic students?

YES **NO** **NOT APPLICABLE**

If it has, please explain how.

PLEASE COMPLETE BACK PAGE

5. Has your participation in the Spanish Academy affected your Hispanic students' achievement?

YES **NO** **NOT APPLICABLE**

If it has, please explain now.

6. What aspects of tne Spanish Academy classes should be maintained for future classes?

7. What aspects of the Spanish Academy classes do you think should be left out?

8. How many semesters have you attended the Spanish Academy (at least six classes per semester)? _____

9. Given the opportunity, would you continue taking Spanish Academy classes?

YES **NO**

PLEASE SEND YOUR COMPLETED FORM IN THE SCHOOL MAIL TO:

Lauren Moede, Office of Research and Evaluation
Administration Building, Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

November 30, 1987

TO: Spanish Academy Teachers

FROM: Lauren Moede, Chapter 2 Formula Evaluation Associate

SUBJECT: Spanisn Academy Evaluation Form

Enclosed are 175 copies of the Spanish Academy evaluation form to be distributed to your students that have attended at least six classes. Also included are self-addressed envelopes to be used by students to return the completed surveys to my office. Please ask students to complete the form and return it to me through the school mail.

If you have any questions, please call me or Nancy Baenen at 458-1227. Thank you for your help in administering this questionnaire.

LM:lhm
Enclosures

Approved: _____
Assistant Director
Department of Management Information

cc: Lee Laws
Ann Cunningham

Attachment J-3

RESULTS OF FALL SEMESTER COURSE EVALUATION

(Page 1 of 13)

1. OVERALL, THE SPANISH ACADEMY COURSE WAS:

n=68

Excellent	54	(79.4%)
Good	13	(19.1%)
Adequate	1	(1.5%)
Poor	0	(0.0%)
Very Poor	0	(0.0%)

2. HAS THIS COURSE HELPED YOU IN YOUR JOB? IF IT HAS, PLEASE EXPLAIN HOW.

n=69

A lot	30	(43.5%)
Some	38	(55.1%)
Not at all	1	(1.4%)

Responses from Beginner students:

Improved rapport with Hispanic co-workers and students. I can understand a little more Spanish.
I am still learning; I was only in the beginner class.
Not at all, so far.
I can now at least understand some of the language being spoken around here.
Understanding Spanish-speaking students. Communicating instructions to them.
I am able to communicate easier with my students.
Able to better understand parents who speak only Spanish. All of my students speak primarily English but a few speak Spanish. It is also nice to communicate some with the Spanish-speaking class next to me.
A lot--I teach 95% Hispanic students.
Communicating with students and empathizing with students' learning process.
I've only been using the Spanish in conversational settings, not as an instructional tool.
I have three ESL students. I have been able to establish a good rapport with them when I speak in Spanish and they realize that I am having a hard time learning their language.
Yes, I have been able to communicate with the students who only speak Spanish and help them select books that they want.
It's given me a lot of cultural awareness and insights.
I feel I would need to work in a Beginner I class but this one has been very educational and fun.
Occasionally I use Spanish at work.
We are singing lots of Spanish songs for our Christmas program. Also Spanish songs for a non-English speaking kindergarten class.
I can understand more of the teacher conversations in the teacher's lounge and more of my students' speech differences which may be attributed to dialectical differences. I can also pronounce names more accurately.

I have a class of pre-k students that speak only Spanish. At the beginning of the year, we did a lot of charades. Now I can communicate my instructions to them, translate some of the songs, and understand a little of their questions. (This comment was from a music teacher.)
Recognize more words in conversational Spanish.
I can understand some of what the children are trying to tell me. It also helps me relate to the problems they experience learning English.
I can give a few very simple directions to monolingual students.
It has helped in communication with Hispanic adults and children.
I feel that I can reach....
I have no Spanish background and have three bilingual classes to teach--without Spanish Academy I would be up a creek. Now I can at least give simple commands and communicate my expectations and materials to my students and before I could not.
I can use some Spanish words here and there.
It has enabled me to communicate with other students and parents. Although my class is virtually English monolingual, I have included much of the vocabulary for things such as counting, the calendar, etc. The children love it!
Since I am a beginner, I can only recognize a few words, but it's nice to be able to do that.
Cut the ice and make new friends.
It has helped me to understand many words my Hispanic students are trying to communicate to me.
It helps me in working with the children in the Bilingual classes when we team.
Hear more of conversations, more confident in talking to children.
I have bilingual students in PreK through 6. Actually, eight classes of them. I can fairly well wade through simple books (with their help about el gato, el perro, etc.).

Responses from Intermediate Students:

Not applicable at this point.
Cultural understanding, confidence to try a few words of Spanish with our few Spanish-speaking students. Increased understanding with Hispanic students.
I speak some Spanish with students, and they enjoy the fact that I know it.
I serve 20 students in the Bilingual program at Martin, only 25% of whom have a useable English proficiency. My ability to communicate with them has increased tremendously.
I enrolled when I was working in an elementary school with 60% Hispanic students and bilingual classes. It was very helpful then, since I sometimes dealt with students who had little English and the library had Spanish books. Now, in a high school setting, there is hardly any need to use Spanish at work.
This year I have not needed Spanish on the job. Understanding some of what the Spanish-speaking parents are saying. Being able to talk to them simply.
I have a bilingual student in my class and knowing some Spanish has helped in instruction and with her self-esteem.

I really don't have contacts with Spanish-speaking parents this semester. (I did last year.) I'm gaining confidence with using Spanish so I'll be ready when I have Spanish-speaking students/parents again.

Responses from Advanced Students:

I teach several Bilingual classes of four-year olds. It has been helpful when giving instructions or correcting behavior.
Confidence in communicating with Hispanic families.
I enjoyed the review of grammar and I learned things I had forgotten.
I do not teach in a bilingual situation, but many students and teachers are Hispanic and I think it improves relations.
It has helped me be able to do presentations in Spanish for parents and to write letters and notes to parents.
I was really pleased this summer and throughout the fall to be able to help with Spanish-speaking people who came to the office.

Responses from Translation/Interpretation Students:

I feel more knowledgeable in filling out important forms. Parent conferences/parent letters in Spanish, teaching my students.
Vocabulary.

3. HAS THIS COURSE HELPED YOU IN GENERAL? IF IT HAS, PLEASE EXPLAIN HOW.

n=68

A lot	42	(61.8%)
Some	26	(38.2%)
Not at all	0	(0.0%)

Responses from Beginner Students:

It has made me more aware of the Hispanic culture.
Better understanding of Spanish language and culture.
I can understand a little more Spanish.
General knowledge in Mexico.
The psychology of the Chicano family was very enlightening. Additionally, the course in general has given me a better understanding of the frustrations and problems encountered by those who speak one language but live in another.
I have learned about the Hispanic culture more and can read and understand menus at Mexican restaurants.
Keeping me at the job of learning so I can identify with student feelings.
Living and working in Texas I feel it is a definite plus to understand/speak some Spanish.

I understand a little bit now although I am not able to speak it.
Travels.
I really need the practice of speaking and listening Spanish. I'm too timid to strike out on my own. This course has increased my confidence.
The teacher, Susan Luton, is an excellent teacher. Just watching her teaching methods each week is a great model and reminder to me. Her enthusiasm is contagious.
More relaxed on the job because now I can understand the children, especially if there is an emergency.
I am better able to communicate with students and the concerned teachers are very interested in helping me.
I have enjoyed learning a second language. It is my new hobby and I want to learn more.
Oh, yes. I am more confident to try to speak Spanish at every opportunity....at the gas station, with co-workers....on trips to Mexico.
Refresh correct pronunciation of words--new vocabulary. Since I have only lived in Texas one year and have come from Georgia, this course has helped me to become more acclimated to the Hispanic influence and language.
Helps me communicate with a lady who occasionally cleans my house, as well as feeling more comfortable among bilingual students.
It's helped me understand the culture and attempt to understand conversation/written word and television in Spanish.
It makes me feel better, more comfortable, you might say. Better cultural understanding.
Helped me understand how difficult it is for kids to translate from Spanish to English.
Now, I can communicate with my Spanish-dominant parents without having to have an interpreter every time.
Feel more comfortable around Spanish speakers.
I am able to put together vocabulary I knew and communicate to Spanish speakers. I grew up speaking two languages (English and German), and wanted to expand my language capabilities to include Spanish in order to communicate with more people.
Exciting to be able to recognize some words the children use. It is helping my informal understanding of Spanish.
To communicate with many more people and to better understand their culture.
It has helped me understand some Spanish. It will take me a while to really learn like I want to. I want to repeat this class; I believe that will help, hopefully when I have more time to study.
It has taught me some new things about Mexico and the language.
Hear more of conversations, more confident in talking to children.
The bilingual teachers seem to appreciate my trying to explain to the students in Spanish. Filling forms, etc., various numbers, libro, maestra.
Correct way to pronounce Spanish names.

Responses from Intermediate Students:

I am able to communicate in Spanish with a little more ease. I feel more confident in using the vocabulary I have learned.

I practice with my Hispanic friends--some of the fear of speaking Spanish is gone. Better communication within the Hispanic family.
Cultural understanding, confidence to try a few words of Spanish with our few Spanish-speaking students.
Beyond understanding. LPAC work, parent contact (in a listening mode), increased usage with Hispanic friends and colleagues.
I have travelled into the interior of Mexico and have been able to speak enough to get what I wanted.
I have some close ties with Hispanics in Austin and in Mexico. My inability to speak Spanish has been a handicap I am working to overcome.
It is the first formal Spanish course I have ever had and it was very important in systematizing my knowledge of grammar and idioms. I consider it important to be familiar with Spanish if you live where lots of people speak it.
It has been a great review.
I enjoy it and it makes me feel good to be able to do the above (understanding parents).
I have a love of language and it has made me feel better overall.
It is so much fun--I need a little fun during the week. I really enjoy getting a chance to use and learn Spanish.

Responses from Advanced Students:

It has helped me feel more confident when speaking Spanish. It allowed me to "get out" of the house and to meet and talk Spanish with really nice people--especially other teachers.
I travel and work in Mexico in the summer and each year I communicate better.
It has given me more self-confidence and a feeling of accomplishment.
The course has helped me with understanding more about Spanish culture as well as with speaking and understanding the language.

Responses from Translation/Interpretation Students:

I am able to explain myself with more confidence. I have material references I can refer to if I don't know how to explain or ask something in Spanish.
Practice my Spanish with family. Oral and written. Vocabulary.

4. DO YOU FEEL THE COURSE HAS IMPROVED YOUR RAPPORT WITH HISPANIC STUDENTS? IF IT HAS, PLEASE EXPLAIN HOW.

n=69

Yes	55	(79.7%)
No	2	(2.9%)
Not applicable	12	(17.4%)

Responses from Beginner Students:

I am more willing to try to speak Spanish with the little ones, and they are very patient with me.
Students have been very interested and pleased that I was learning Spanish.
My vocabulary is not large enough to communicate in Spanish entirely.
They know I care enough to try to become more knowledgeable about their language and culture.
I understand more than I can respond.
Anytime you can communicate easier, rapport will become easier. They feel easier with me.
They are excited that I know some Spanish--also they feel more at ease speaking with me.
I can count in Spanish with my students which is fun for all of us.
Susan Luton is an excellent teacher.
I care enough to try their language.
Yes, I speak with some of my Hispanic students for practice and they are very eager to teach me. I also feel it has made us closer in our relationship.
The students were surprised when I started speaking Spanish to them, and have since not been so shy around me.
I didn't know one word before and this course has been a great help.
I understand more about their culture and heritage. I have asked my children about things I have learned in class. They see that I have a genuine interest in learning more about them.
I do not feel totally lost if they speak Spanish; they see I can speak some Spanish and feel a sense of "common ground". Students were pleasantly pleased and they would help me learn new words. This type of interaction helped to increase their self-esteem. I believe it lets them know I care, really care about them. I've asked them to help me learn and that makes them feel important.
Increased communication skills and understanding.
I explained that I was learning Spanish. I think the kids appreciate the fact that I want to include them.
When I give instruction in English and then in Spanish my bilingual kids "sparkle" and I always get a much better response from them. They even help me and correct me sometimes in my Spanish. So we're learning together!
I can communicate in their language a little bit.
I am helping these students retain some knowledge of their "native" language--they think it's wonderful to be able to count and do other things in Spanish and English--and that their teacher can do it too!
Can use a few words and it is fun!
The students are excited because I understand some of the Spanish words; they are also excited about helping me learn to speak Spanish.
I sometimes team teach for social studies with the Bilingual teachers.
Hear more words, understand their conversation, can talk to them in Spanish.
They love helping me pronounce.

Responses from Intermediate students:

Freer to converse, speak.
Anytime you can use someone's first language, even if you use it poorly, you show respect for their culture and needs.
However haltingly, I can now talk to and understand the students (we both use a mix of English and Spanish to make up for poor vocabulary), something I was not able to do before this class.
Also, knowing more about the culture has provided a common ground.
I am able to communicate with LEP children and their parents. I can speak with ESL students in foreign language area.

Responses from Advanced students:

By improving my language skills.
I have students with Spanish-speaking parents and I believe my knowledge of Spanish helps me and makes them feel more comfortable.
They know I am trying to learn their language and they should correct me if I make a mistake. Then if I correct them in English on a glaring error they don't feel so bad about it.

Responses from Translation/Interpretation students:

I can relate to my students' background and their needs.
I feel more confident in my ability.
I have always had good rapport with any student.

5. HAS YOUR PARTICIPATION IN THE SPANISH ACADEMY AFFECTED YOUR HISPANIC STUDENTS' ACHIEVEMENT? IF IT HAS, PLEASE EXPLAIN HOW.

n=61

Yes	17	(27.9%)
No	5	(8.2%)
Not applicable	39	(63.9%)

Responses from Beginner students:

I can't judge.
They relate more to me and me more to them.
Comprehension of commands among students, during P.E. activities.
They can understand and comprehend the material better because I can give it in Spanish as well as English.
It has reduced discipline problems because I know how to make sure they understand what is expected.
Several students are responding more readily to instructions; my attempt at Spanish established a bond of sorts.
Because they know what I want, the class participation is greatly improved.

I feel my students have tried a little harder because they know I am interested in them.
The students feel so good that I am trying to speak their language and they seem to try harder, and they feel a part of the class more than before.
Not as much this year but originally and in past sessions. Not used instructionally yet.
Not that I have noticed.
I understand their needs better.
They are more patient with me, as I am with them.
They know what to do now, because I give instructions in English and Spanish.
A few who speak NO ENGLISH seem more comfortable if they sense you understand what they're saying.
It would be difficult to say. I hope so.

Responses from Intermediate students:

My Hispanic children feel I am interested in them and their culture and language.

Responses from Advanced students:

I think it has because I am better able to understand their problems with a second language and what to do about them.

Responses from Translation/Interpretation students:

On tests I've administered, I retest them in Spanish and they sometimes score higher.
They feel proud to know two languages and they feel good knowing their teacher is still learning--to teach them.

6. WHAT ASPECTS OF THE SPANISH ACADEMY CLASSES SHOULD BE MAINTAINED FOR FUTURE CLASSES?

Responses from Beginner students:

All (8 responses).
Informal class meetings.
Vocabulary lessons, group discussions, the entire thing! For me, all of it. I have been helped but want to improve more.
Expanding on school related vocabulary.
Teacher was excellent. Structured in a positive and enjoyable way.
The method of teaching the language is wonderful! TPR is much more enjoyable than listening from a tape!
Teaching the course in Spanish and letting us Gringo's slowly catch on. Love the games too!
TPR--it's great! It really works and helps a lot!

Games and writing assignments.
More emphasis on conversation--or student production of Spanish.
I would not change anything in the course I am taking under Ms. Susan Luton. She makes studying Spanish enjoyable.
The variety of locations and times to meet scheduling needs. The various levels of classes for different levels of students.
Cultural, historical, or any elements helping teachers to relate to, and understand better, Hispanic heritage. I enjoyed the special Christmas activity.
Easy, laid back atmosphere and low key. No required examinations. Includes cultural knowledge. Dora Fabelo is an excellent instructor. She makes learning fun, accepts her students where they are and encourages growth. The 2 hours passed very quickly--lessons were well organized and presentation was clear.
Lecturers. Class participation with things; i.e., making food, play-like shopping, acting out situations (put the book under the table kind of stuff).
Informal atmosphere; no tests; interesting topics for vocabulary building.
Keep the same approach to learning.
The constant practice of speaking Spanish in class, and the lessons with the tape.
The method.
Lots of listening practice; oral participation; audio tapes; great handouts with practical vocabulary; very enthusiastic instructor; resource cultural speakers.
The availability of classes at the respective campuses.
I want to take intermediate class in Spanish next time. At the moment I feel I need to practice speaking Spanish to improve my vocabulary.
Simple words that are used daily.
A lot of student participation; friendly atmosphere; the consultants; Dora was a fabulous teacher!
One day per week meetings; meeting times right after school; Spanish or Mexican heritage presentation.
The informality. Emphasis on good communication.
All except musical chair games.
Essentially good as it is.
I like the format and presentation.
Teaching of vocabulary.
Continue pictures with discussions. More one-on-one conversation needed.

Responses from Intermediate students:

Two hours once a week; role-playing conference (teacher-parent); cooking tortillas with native Spanish speaker; having "mystery guest" to ask questions of (native Spanish speaker).
Keep as is.
Grammar; vocabulary; conversation; idioms; culture.
The grouping this semester was the best. I hope in the spring we can continue rather than start over.
Lots of talking to the students. Hispanic culture presentations. Games using Spanish.
Oral practice and lesson context in Spanish.

Informality, role-playing, conducting class in Spanish. More verbal practice; games; role playing; guest speakers (ask questions).
Language development.

Responses from Advanced students:

All.
Study of culture; holidays of Mexico.
Need more one-on-one communication practice. Instructor preparation and daily goals better defined. Availability of a variety of classes.
I like the format of the classes and hope that the cultural parts will never be sacrificed to simply achieving fluency in speaking.
I like the handouts, the interview topics, and the sharing of backgrounds, problems, and solution. I also like reading plays, stories, and poems and hearing about the culture.

Responses from Translation/Interpretation students:

All.
Vocabulary for classroom. More speakers.
Class speakers; translation of documentation; cultural background of all Hispanics.
Cultural speakers.

7. WHAT ASPECTS OF THE SPANISH ACADEMY CLASSES DO YOU THINK SHOULD BE LEFT OUT?

Responses from Beginner students:

None (18 responses).
I was very pleased with the instruction.
Childish games. A little too slow paced.
Musical chairs games employed in use of colors as language.
Teachings of other countries.
Can't think of any. Everyone seems to do their part. None--it was very organized.
Any kind of homework that the next class is dependent upon. Not leave anything out. But ADD more listening for comprehension. I can speak my instructions to 4 year olds pretty well--but understanding them is a whole new ball game!
Some of the homework.

Responses from Intermediate students:

None (4 responses).
Can't think of anything.
I do not think we should repeat the resource people. I do enjoy

the enrichment, but I want to add to what I have had.

Responses from Advanced students:

None.
I don't know of any.
None--all was helpful.
Long homework assignments because they usually don't get done.

Responses from Translation/Interpretation students:

None (3 responses).
Nothing at this time. I have enjoyed all aspects of the classes.

8. HOW MANY SEMESTERS HAVE YOU ATTENDED THE SPANISH ACADEMY (AT LEAST SIX CLASSES PER SEMESTER)?

n=68

One semester	49	(72.1%)
Two semesters	5	(7.4%)
Three semesters	6	(8.8%)
Four semesters	1	(1.5%)
Five semesters	1	(1.5%)
Six semesters	2	(2.9%)
Seven semesters	1	(1.5%)
Twelve semesters	1	(1.5%)
"Several semesters"	1	(1.5%)
"Every semester since Spanish Academy began except one summer session	1	(1.5%)

9. GIVEN THE OPPORTUNITY, WOULD YOU CONTINUE TAKING SPANISH ACADEMY CLASSES?

n=70

Yes	68	(97.1%)
No	2	(2.9%)

Comments from Beginner students:

Yes, at a later date other than spring 1988 semester. Definitely!
With a long work day starting at 7:30 a.m., I would have liked new concepts introduced first when I was less tired with the review done the second half.
I would prefer they end before 5:30; 7:15 to 5:30 is a long day.
I will continue to take the classes.

Yes, but will be unable to do so for at least one semester.
Yes, please keep the opportunity available.

Comments from Intermediate students:

Yes, but only if same teacher, same day, and class. Susan is a very good teacher. The class was easy-going, enjoyable and fun. It was actually fun to work hard for this class.
No, not at this time because of a crowded schedule. Will continue next fall.

Comments from Advanced students:

No, mainly because it's too hard to get a babysitter. Comments: I thought the instructor was great. Great knowledge of subject matter and she related well to the class.
Yes, absolutely.

Comments from Translation/Interpretation students:

Once again I want to thank Maria Elena for her hard work and great attitude to help us. Gracias.

Chapter 2 Formula

Appendix K

TRANSITION TRAINING FOR MIDDLE SCHOOL FACULTIES

CHAPTER 2 FORMULA

TRANSITION TRAINING FOR MIDDLE SCHOOL FACULTIES

Procedure

Information concerning middle school transition training was collected from program records, a districtwide teacher survey, and an in-service evaluation questionnaire. Additional information was provided by the Assistant Superintendent for Secondary Education in response to questions from the Chapter 2 Formula evaluator.

Results

Results will be discussed by the evaluation question they address.

D12-1. HOW WERE THESE STAFF DEVELOPMENT FUNDS USED?

In 1987-88, 11 AISD schools changed from junior highs with grades 7 and 8 to middle schools with grades 6, 7, and 8. AISD also has two secondary alternative schools (grades 7-12) and two junior highs with grades 7 and 8. A commitment was made to do more than simply add sixth graders into the existing structures. A transition period from a junior high to a middle school concept was anticipated. To facilitate this change, Chapter 2 allotted $12,776 to pay 39 substitute teachers for two days to allow middle school personnel, selected by the various principals, to attend a conference sponsored by the Texas Middle School Association (TMSA). These substitutes were distributed among 15 schools, allowing three teachers, one counselor, and one administrator from each middle school to attend the conference, which included sessions on transition training; not each attendee was replaced by a substitute. Some district staff attended the conference as well, for a total of 76 AISD personnel. A list of participants and schools is included as Attachment K-1.

D12-2. WHEN WERE THE TRAINING SESSIONS OFFERED? WHAT TOPICS WERE OFFERED?

The TMSA conference was held February 21 - 23, 1988 in Austin. Topics included: Mastery Learning in the Middle School, Changing Your School's Image, Problem Solving and Cooperative Learning, Nurturing the Middle School Student, Hispanic Learners - How Their Culture Affects Their Learning, A New Look At Homework, and Easing the Transition from Elementary School to Middle School.

D2-3. HOW WERE THE TRAINING SESSIONS RATED BY PARTICIPANTS?

On April 21, 1988 an In-Service Evaluation Questionnaire (see Attachment K-2) was sent to each person who attended the TMSA conference. A copy of the cover letter is included as Attachment K-3.

Most of the participants completing the questionnaire were either teachers (40%) or administrators (40%). The remainder were counselors (20%). Of the 72 persons surveyed, 54 returned their completed questionnaires, a return rate of 75%. See Figure K-1 for the results of each item. Overall, results of the evaluation indicate that:

- Most of the participants responding gave high ratings to all aspects of the training. Items 1, 2, and 8 (objectives were clear, interest was maintained, and the presenter was knowledgeable and well prepared) were given the highest rating most often.
- Use of audio-visual materials (item 5) was given the lowest rating by respondents, although ratings were still high.

	ASSESSMENT SCALE				
ITEM	1(LOW)	2	3	4	5(HIGH)
1. Objectives were clear.	0	0	5 (9%)	20 (37%)	29 (54%)
2. Interest was maintained.	0	0	5 (9%)	22 (41%)	27 (50%)
3. Information presented clearly and concisely.	0	0	6 (11%)	21 (39%)	27 (50%)
4. Content was relevant/useful.	0	1 (2%)	7 (13%)	22 (41%)	24 (44%)
5. A/V materials used effectively.	0	1 (2%)	11 (20%)	25 (46%)	17 (32%)
6. Printed materials used effectively.	0	1 (2%)	6 (11%)	23 (43%)	24 (44%)
7. Objectives were met.	0	0	6 (11%)	19 (35%)	29 (54%)
8. Presenter was knowledgeable.	0	0	5 (9%)	19 (35%)	30 (56%)

Figure K-1. EVALUATION OF MIDDLE SCHOOL TRANSITION TRAINING. (n=54)

Responses to the open-ended item provided largely positive comments on the conference. Many reported the conference was outstanding; four mentioned wanting to attend again in the future. Only one of the 21 comments was negative. Of those responding, 42 (84%) indicated they would like additional training. A comprehensive list of comments is included as Attachment K-4. The top-rated presenter from the conference has been invited to speak at a staff development activity to be held on August 30, 1988 for all middle school staff.

Districtwide Teacher Survey

The Office of Research and Evaluation regularly conducts surveys of District teachers. In 1987-88 the teacher survey was conducted March 11 - May 13 (several weeks after the February TMSA conference) and included all teachers. The survey included 357 items overall; of these items, individual teachers received 8-24 items per survey. One item concerning middle school transition training was included in the survey. Of the 152 middle school teachers responding to this item, more than half (61.2%) reported no need for further training in middle school concepts. Results of this survey item are included as Attachment K-5. Suggestions for further training in middle school concepts are included as Attachment K-6.

Discussion

It is interesting that 84% of those responding to the inservice questionnaire wanted more training, while only 38.8% of those responding to the districtwide survey did. Those who had recently had specific training that they considered excellent wanted more; those who did not receive special training (but may have had some District or school training) did not want more. Part of the difference may be explained by this--one group knew the training could be useful and the other did not. Also, staff development is not perceived as positively by teachers as by administrators in general (based on attitudes toward Project Best, for example). Only 40% of persons responding to the inservice questionnaire were middle school teachers (the remainder, 60%, were administrators and counselors), whereas all of the respondents to the middle school question on the districtwide survey were middle school teachers. In addition, the in-service questionnaire was sent only to persons who had attended the TMSA conference; the districtwide survey had no such constraints.

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TMSA CONVENTION

Attachment K-1
(Page 1 of 3)

February 21-23, 1988

BEDICHEK:

Administrator	Carolo Garcia, Assistant Principal
Counselor	Krisi Osburn
Teachers (6)	Ruth Donges
(7)	Melinda Walker
(8)	Meomie Zarria

BURNET:

Administrator	Mario Solis, Assistant Principal
Counselor	Gloria Moreno
Teachers (6)	Margie Kincer
(7)	Mary Gifford
(8)	Susan Valentine

COVINGTON:

Administrator	Sam Watson, Assistant Principal
Counselor	Margo Mendez
Teachers (6)	Maryon Underwood
(7)	Kathy Nobles
(8)	~~Wanda Pendergrass~~ Teri Johnson

DOBIE:

Administrator	Yolanda Rocha, Principal
Counselor	Martha Clapp
Teachers (6)	Diana Hernandez
(7)	Barbara Taylor
(8)	Ruth Franklin

FULMORE:

Administrator	Vicki Baldwin, Principal
Counselor	Yolanda Rangel
Teachers (6)	Colleen Massey
(7)	John Ferguson
(8)	Velma May

KEALING:

Administrator	Wayne Schade
Counselor	Larry Britton
Teachers (7)	Courtney Kahn
(8)	Linda Jefford

Attachment K-1
(Page 2 of 3)

LAMAR:

Administrator	Floyd Odom, Principal	
Counselor	Vivian O'Daniel	
Teachers (6)	Mrs. Henrie Mertz	
(7)	Mary D. Harris	
(8)	Patsy L. Underwood	

MARTIN:

Administrator	Martin Bera, Principal	
Counselor	Marsha Sharp	
Teachers	David O'Dell	Physical Education
	Margarete Wilson	Science
	Armida Aleman	Social Studies

MENDEZ:

Administrator	Fortunato Vera, Principal
Counselor	Brenda Goins
Teachers (6)	Monica Gonzalez
(7)	Molly Raine
(8)	Connie Barr

MURCHISON:

Administrator	Isabel Cortez, Principal
Counselor	Rita Flewry
Teachers (6)	Luis Gomez
(7)	Jacque Pederson
(8)	Melinda Barber

O.HENRY:

Administrator	Jose Mata (Mon.)	Marsha Lyons (Tues.), Assistant Principal
Counselor	David Freeman	
Teachers (6)	Gayland Williams	
(7)	Joan Lester	
(8)	Marilyn Bartos	

PEARCE:

Administrator	Barbara Williams
Counselor	Doris Manor
Teachers (6)	Minnie Payton
(7)	John Schwertner
(8)	Romana Jones

PORTER:

Administrator	Frances Bush
Counselor	Priscilla Bangs
Teachers (6)	Shauna Wolfram
(7)	Mary Nancarrow
(8)	Mae Stephens

ROBBINS:

Administrator	Eddie Orum
Counselor	Susie Salinas
Teachers (7)	Martha Louis
(8)	Ron Baker

RICE:

Administrator	Glenn Nolley
Counselor	Susie Slege
Teacher	Gwen Thomas

John Pearson, Coordinator
Freda Holley, Assistant Superintendent
Sherilyn Howze
Gloria Williams
Mike Pool, Coordinator

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OFFICE OF STAFF DEVELOPMENT
IN-SERVICE EVALUATION QUESTIONNAIRE

USE NO. 2 PENCIL ONLY

Please complete each item and return to the session monitor as you leave the session.

A. SESSION IDENTIFICATION

SESSION NUMBER

Session Title: _____

DATE (MO / DAY / YEAR)

SESSION LOCATION

Presenter(s): _____

B. YOUR POSITION/LOCATION

Job Title: ○ Teacher ○ Aide ○ Administrator ○ Other

Office or School # (See Back)

○ Elementary ○ Jr. Hi./Middle ○ Senior High ○ Other

C. PROGRAM/PRESENTER(S)

Please darken in the number on the scale which best describes your assessment of the program/presenter.

	LOW				HIGH
1. Objectives were clear.	○	○	○	○	○
2. Interest was maintained.	○	○	○	○	○
3. Information was presented clearly and concisely.	○	○	○	○	○
4. Content was relevant/useful.	○	○	○	○	○
5. Audio – visual materials were effectively used.	○	○	○	○	○
6. Printed materials were effectively used.	○	○	○	○	○
7. Objectives were met.	○	○	○	○	○
8. Presenter was knowledgeable and well prepared.	○	○	○	○	○

D. FUTURE PLANNING

Please indicate whether or not you would like additional training on this subject.

○ yes ○ no

E. ADDITIONAL COMMENTS

Please add any questions, comments, or suggestions regarding this session and/or future requests.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

Attachment K-3
(Page 1 of 1)

April 21, 1988

TO: Persons Attending Middle School Conference

FROM: Lauren Moede, Chapter 2 Formula Evaluation Associate

SUBJECT: Evaluation of Middle School Conference

During the 1987-88 school year, part of the Chapter 2 Formula federal funding AISD received was allocated for transition training for middle school faculties. As part of the evaluation of this component, persons participating in the TMSA (Texas Middle School Association) Convention, February 21-23, 1988, are being asked to rate **overall** the sessions they attended. Please complete the enclosed in-service evaluation questionnaire (you may omit date, session location, and presenter(s) on section A) and return it through the school mail by April 29th to:

Lauren Moede, ORE
Adm. Bldg., Box 79

If you have any questions, please call me at 458-1227.

LM:lhm
Enclosure

Approved: _____
Executive Director
Department of Management Information

Approved: _____
Assistant Superintendent
Secondary Education

cc: John Pearson
Sherilyn Howze
Gloria Williams
Mike Pool
Ann Cunningham

Attachment K-4

COMMENTS FROM PARTICIPANTS REGARDING THE
TEXAS MIDDLE SCHOOL ASSOCIATION CONVENTION

(Page 1 of 3)

I think it is important for AISD to continue learning from other Texas districts so that we can improve and share our good things in the future.

I would love to attend next year's convention in San Antonio, perhaps on a comp time credit basis. I would be glad to pay my own way.

Nothing in AISD has ever compared to the presentations I saw. I plan to attend this conference again. It was of excellent quality. I found there my ideas confirmed that we must educate the "whole child" and not just his test scores.

One of the most outstanding conferences I've been to.

It was worthwhile getting funds to attend this conference. It should be funded again next year.

I appreciated having the opportunity to attend this conference. Many ideas were shared and discussed with my colleagues.

It was very interesting and quite stimulating. Thanks for the opportunity to attend.

It was enlightening to see and hear how other middle schools operate. I came away from the conference with many new ideas.

I found many materials ready for use in my classroom. Several special programs were of high interest (e.g., book conferences, cooperative teaching, and the visitations of neighboring schools).

Excellent workshop!

The sessions were very informative and well presented.

Most of the ideas were obsolete to AISD.

This was an outstanding conference! Its unfortunate that more of our principals were unable to attend.

The presenter did an outstanding job.

The conference was great! It was exciting and motivating. I wish every middle school teacher could attend.

I would like additional training in the area of cooperative learning, creating lessons that incorporate group work and activities, how to set up groups and maintain a learning

environment, etc.

TMSA was great! The sessions gave me tremendous ideas for use in the classroom and implementing 6th to middle school.

It was a worthwhile program. It enhanced our views on middle school.

Very helpful, productive, inspiring.

Enjoyed it--except for Brad Timberlake speaker.

I really enjoyed the TMSA convention. It was interesting and informing to be with other middle school personnel. I look forward to attending it again.

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SPRING, 1988 EMPLOYEE SURVEY RESPONSE SUMMARY -
TRANSITION TRAINING

239. DO YOU THINK THERE IS A NEED FOR MORE TRAINING ON MIDDLE SCHOOL CONCEPTS?
A. YES B. NO
IF YES, WHAT SUGGESTIONS DO YOU HAVE?
(USE THE BACK OF THIS SURVEY TO RESPOND.)

	NUMBER OF RESPONSES	A	B
TEACHERS			
SECONDARY	152	59	93
		38.8%	61.2%
MIDDLE/JUNIOR HIGH	152	59	93
		38.8%	61.2%
TOTALS			
TEACHERS	152	59	93
		38.8%	61.2%

Attachment K-6

COMMENTS FROM RESPONDENTS TO THE DISTRICTWIDE TEACHER SURVEY
REGARDING THE NEED FOR MORE TRAINING
ON THE MIDDLE SCHOOL CONCEPT

(Page 1 of 2)

More or different training is always helpful. This is a confusing "coming-out" period of a student's life. Shared ideas on management, social development and acceptance methods, focus on school success for students, helping students get organized in thought and action, etc., would be beneficial to all, I'm sure. Each year students are a little different in attitudes and actions.

What prerequisites are expected of sixth graders before entering seventh grade (for each academic course)?

Scheduling and grouping; blocking.

More information on the exploratory nature of middle schools. My M.A. is in middle schools, and most don't understand what a middle school is like for the students.

I don't believe that our school district has made up its mind about what our middle school concept is. The lack of organization and follow through is appalling. The sixth grade has apparently been made the stepchild again. A little planning--put in writing--for the principals on both ends, with teachers receiving copies of same, would have been easy.

I don't believe teachers need more theory about why should we have middle schools since that subject has been thoroughly explored. What I do see, and this was confirmed when I attended the Middle School State Conference, are the following needs:

1. What is a middle school student capable of doing academically, socially, and cognitively?
2. What problems do middle school students specifically have that are due to age? How does this impact a classroom?
3. How does the teacher develop a classroom that nurtures the middle school student so that he/she can learn?
4. How can a teacher teach her/his students to love learning and enjoy school? Too, too many of our students are bored to death and school is a prison for them.
5. How can teachers learn to support each other to build a positive school atmosphere?

No comment. I do not like the middle school concept.

Teachers need to be re-educated on what teaching (at any level) is all about.
The Discovery Program needs more specific planning, goal setting, and coordination with sixth grade subject areas.

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Chapter 2 Formula

Appendix L

TEAMS IMPROVEMENT FUNDS

CHAPTER 2 FORMULA

TEAMS IMPROVEMENT FUNDS

Procedure

Information concerning the TEAMS Improvement funds was collected in two ways. The procedure for each will be discussed separately below.

Interview

On May 30, 1988, the director of elementary school curriculum was interviewed on the telephone by the Chapter 2 Formula evaluation associate. The questions are included as Attachment L-1.

Program Records

On May 20, 1988, program records were examined in the office of the grants administrator. Purchase requisitions for TEAMS materials were sent to the grants administrator for her signature before they were sent to the finance office. Copies of these purchase requisitions were examined in order to determine how the Chapter 2 Formula funds were spent. A listing of the expenditures by school is included as Attachment L-2.

Results

Results will be discussed by evaluation question.

D13-1. Which elementary schools received TEAMS Improvement funds?

TEAMS results from 1986-87 were used to determine the level of funding for this year. Fourteen schools at the very lowest end of the districtwide scores were each allotted $600. A second group of schools, those that scored higher, but still below their predicted levels, were each allotted $200. There were 19 schools in this group. A few schools that had achieved above their goals but nevertheless were determined to be at risk because of their low SES were each allotted $150. A complete listing of schools by group is presented in Figure L-1.

1987-88 FUNDING LEVEL

$600	$200	$150
Allan	Becker	Andrews
Allison	Boone	Blanton
Blackshear	Govalle	Brown
Brentwood	Harris	Cook
Campbell	Joslin	Ortega
Dawson	Kocurek	St.Elmo
Houston	Langford	Walnut Creek
Metz	Linder	Ridgetop
Oak Springs	Maplewood	Reilly
Sims	Norman	
Widen	Odom	
Winn	Palm	
Zilker	Pecan Springs	
Zavala	Sanchez	
	Sunset Valley	
	Travis Heights	
	Webb	
	Wooldridge	
	Wooten	

Figure L-1. LISTING OF SCHOOLS BY FUNDING LEVEL FOR TEAMS IMPROVEMENT.

D13-2. WHAT INSTRUCTIONAL MATERIALS WERE PURCHASED WITH CHAPTER 2 FORMULA FUNDS?

District staff recommended to the schools that TEAMS improvement funds be used to purchase items such as test booklets, test forms, practice materials, activity packets, or Scoring High by Random House. A review of the purchase requests showed that the schools followed these guidelines in ordering materials. The most popular items were TEAMS practice booklets and activity materials.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

TEAMS IMPROVEMENT:
INTERVIEW WITH DIRECTOR OF ELEMENTARY SCHOOL CURRICULUM

Date: _____

1. Which schools were selected to receive funds for TEAMS improvement?

2. How were these schools selected?

3. Briefly describe the districtwide TEAMS improvement activities. How does the Chapter 2 funding fit into this general plan?

4. What types of instructional materials were purchased with Chapter 2 Formula funds? How were they to be used?

5. Were any consultants hired with these funds?

6. Was any staff development in TEAMS improvement provided for the staffs in these schools?

TEAMS

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87.14 Instructional Materials

Attachment L-2
(Page 1 of 4)

	Quantity		Total
Allison	3	Teams Plus Spelling Grade 3	59.85
	4	Math Magic Addition	39.80
	1	Math Magic Multiplication	9.95
	705	TEAMS Test Booklets	197.40
	42	TEA Instructional Strategies Guide	84.00
			341
Andrews	2	TEAMS Practice Booklets	21.90
Becker	10	1 "	102.50
	202	TEAMS Test Booklets	688.12
	6	TEAMS Activity Packets	30.00
			842.52
Blanton		TEAMS Materials	153.24
Brentwood (4529)		TEAMS Test Booklets	124.74
		TEAMS MATERIALS	482.68
			607.42
Brooke		Subject diskettes/guides	128.40
		Practice sets	84.25
			212.65
Brown		TEAMS Test Booklets	46.45
Campbell		TEAMS - Students (Random House)	470.40
C C K		- Teachers "	10.74
			481.14
Dawson		TEAMS materials	201.20
		Reading workbooks	225.00
		Test Booklets	92.40
			518.60
Govalle		TEAMS forms (Scraton Co.)	157.54
Harris		Test Booklets	21.97
		Practice Booklets	102.60
		TEAMS forms	69.30
			193.87

Justin Rockwall	2	Activity Books	28.50
	9	TEAMS Teachers Edition	45.00
	10	Practice Booklets	119.50
Maplewood	4	Random House books on TEAMS	16.62
	4	Practice Booklets	9.95 x 4
	5	Activity Booklets	9.95 x 5
	4	TEAMS Materials	59.80
			149.35
Metz		TEAMS Materials	17.90
		Test Booklets	106.28
		"	440.97
			565.15
Oak Springs		TEAMS Materials	294.86
Ortega		Test Booklets	116.73
Sanchez		Random Hse TEAMS Books	200.70
Pecan Spgs		Random Hse TEAMS Books	198.39
Reilly		TEAMS Activity Packets	70.00
		SRA Writing Skills	56.85
Ridgetop		TEAMS Practice Materials	61.85
		"	103.90
Padre		TEAMS Practice Booklets	149.25
Simo		Random House TEAMS Books	163.11
		Test Materials	112.44
		TEAMS Activities	99.72
Travis Heights		Test Booklets	253.75

87.14 Walnut Creek	Test Booklets	21.00
	"	42.00
	Materials	78.54
		141.54
~~Alton~~	Practice Booklets	31.85
~~Walnut Creek~~	"	87.60
	Instr Matls	331.06
		450.51
~~Woodlake~~		
~~Wooten~~	Practice TEAMS Booklets	239.80
Zavala	Instr Matls / Test Booklets	601.81
Zilker	Random House Scoring High	81.18
	Practice Booklets	273.90
	Practice Tests	251.92
		607
~~Norman~~	Test Booklets	199.52
~~Westridge~~	Random Hse books	103.83
	Practice Booklets	93.70
		197.53
~~Odom~~	Test Booklets	219.91
Winn	Practice Books	140.55
	Activity	42.23
	Test Books/Matls	320.10
~~Sunset Valley~~	Practice Booklet	109.45
Snider	Practice Booklets	98.20
Cook	Test ~~Booklets~~ Materials	152.00

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J. Houston	Practice Booklets	503.90
	Maths	95.90
		599.80
~~Lunsford~~	Test Booklets	141.17
	Activities	14.25
	Practice	46.52
		201.94
Boone	Maths	198.00
~~Palmer~~	Random House	61.70
	Practice Sets	65.52
	Activity/Practice	79.60
		206.82
Kocurek	Practice/Activity	82.50
	Practice	112.40
		194.90
~~Widen~~	Discretes - Practice	602.50

Chapter 2 Formula

Appendix M

WICAT COMPUTER LAB INSTRUCTIONAL AIDE

CHAPTER 2 FORMULA

WICAT COMPUTER LAB INSTRUCTIONAL AIDE

Procedure

In order to determine the duties and responsibilities of the Wicat computer lab instructional aide at Blanton Elementary, an interview with the aide and the school principal was scheduled during May, 1988. Questions concerning student usage rates and subject areas were also addressed at that time. Points to be covered during the interview were drafted by the Chapter 2 Formula evaluation associate and were reviewed by the supervising administrator, the assistant director of ORE, and the grants administrator. A copy of the interview is included as Attachment M-1. The interview took place at the Blanton campus and was conducted by the Chapter 2 Formula evaluation associate.

Results

Results will be discussed by the evaluation question they address.

D14-1. WHAT ARE THE DUTIES AND RESPONSIBILITIES OF THE WICAT INSTRUCTIONAL AIDE?

One instructional aide was assigned to the Wicat computer lab. All of her duties and responsibilities were performed under the supervision of the principal at Blanton Elementary. She was responsible for preparing the lab for use by 14 classes each day. Her duties included cleaning the 30 terminals and keyboards, checking the headphones, doing daily and monthly backups of student reports, and producing reports as required. She also monitored individual terminals from the manager station.

D14-2. HOW OFTEN AND FOR HOW LONG DID STUDENTS GO TO THE WICAT LAB?

The lab was in use all day, every day. Fourteen 30-minute class sessions were scheduled to allow for maximum student participation.

D14-3. WHICH STUDENTS USED THE WICAT LAB? IN WHAT SUBJECT AREAS DID STUDENTS RECEIVE COMPUTER-ASSISTED INSTRUCTION?

Students in grades one through four went to the lab every day for 30 minutes. Kindergarten and fifth grade students attended on alternate days, and for sixth grade students, lab attendance was an elective. Some Gifted and Talented students were scheduled in the lab for an additional 150 minutes a week above the minimum.

Instruction focused primarily on developing reading and math skills, but programs in a total of nine curriculum areas were available. A description of these program areas is included as Attachment M-2. Because programs were individualized, students worked at their own level and controlled their own progress. The lab management system tracked progress by student and produced class reports, upon request, for each teacher. In addition to the general population, ESL, special education, gifted and talented, and bilingual students all had the benefit of lab use.

Wicat lab instruction was not designed to replace the classroom teacher. Rather, it works best if the teacher informs the aide exactly where the class needs more practice and reinforcement. In turn, the teacher needs to track student progress, noting areas of deficiency and mastery.

D14-4. DID PARTICIPATING STUDENTS SHOW GAINS IN ACHIEVEMENT? WERE THESE GAINS GREATER THAN PREDICTED?

Because students were not randomly assigned to a control group (that did not go to the lab) and an experimental group (that did go to the lab) no definitive conclusions can be drawn regarding lab effects on achievement gains. Overall, achievement scores provide some support for the Wicat lab at the primary grades for basic skills, but not at the intermediate level. It is not known to what extent other factors influence these results.

Report on School Effectiveness (ROSE)

Each year in the fall, schools predict how well they expect their students will perform on the ROSE, a test of achievement in reading and math. This year, it was expected that Blanton's 1987-88 scores would rise at all grade levels due, in large part, to the daily individualized instruction provided by the Wicat lab. This expectation was not upheld.

In half of the 14 components, two each (reading and math) for seven grades (K-6), students met or exceeded the predicted gain. The other half of the components were either below the predicted gain (5 components) or too small to analyze (2

components). Grades two, four, and six achieved their predicted gains in both areas. Kindergarten and fifth grade scored below their predicted gains in both areas. Grades one and three each scored below predicted levels in one area, with results in the other area too small for analysis. Complete results are included as Attachment M-3.

ROSE SUMMARY REPORT FOR BLANTON, 1987-88

GRADE	READING	MATH
K	Below Predicted Gain (N=40)	Below Predicted Gain (N=40)
1	*	Below Predicted Gain (N=31)
2	Achieved Predicted Gain (N=43)	Exceeded Predicted Gain (N=42)
3	*	Achieved Predicted Gain (N=25)
4	Achieved Predicted Gain (N=47)	Achieved Predicted Gain (N=47)
5	Below Predicted Gain (N=34)	Below Predicted Gain (N=34)
6	Achieved Predicted Gain (N=28)	Achieved Predicted Gain (N=28)

Texas Educational Assessment of Minimum Skills

Refer to TEAMS summary report (Attachment M-4)

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

Attachment M-1
(Page 1 of 1)

WICAT INSTRUCTIONAL AIDE/PRINCIPAL INTERVIEW

Date: _____

1. What are the duties and responsibilities of the instructional aide?

2. Describe the hardware and software used in the Wicat lab. What is the maximum number of students that can be served at one time?

3. Which students have used the Wicat lab?

4. How often and for how many minutes do students go to the Wicat lab?

5. In what subject areas do students receive computer-assisted instruction?

6. What feedback have you received from students?

7. What feedback have you received from teachers (such as feedback on the class reports)?

8. What do you think are the best features of the Wicat program?

9. How do you think students will benefit from this program?

10. Do you have any suggestion for improvement in the program?

[redacted]G

OBJECTIVE: The audio based Primary Reading curriculum is designed to complement and enhance classroom instruction in beginning reading skills.

AUDIENCE: The curriculum is designed for use by kindergarten to third grade students.

EDUCATIONAL THEORY: The instructional approach requires the learner to more deeply process information by generalizing from examples instead of learning through straight drill. Comprehension is introduced at the outset. Skill instruction is distributed, not massed. The program teaches with the largest language unit available and places this instrction in the context of something that is meaningful to the student. For example spelling patterns are taught in words, words are taught in sentences, comprehension skills are taught with paragraphs. Motivating graphics and high quality audio are used throughout to base instruction on students' existing linguistic knowledge.

CONTENT: The Primary Reading curriculum includes common reading skills that are organized into 13 strands or recurring themes of instruction that build on one another to develop and reinforce reading skills. These skills include:

- o Sight Words
- o Word Analysis
- o Word Meaning
- o Comprehension
- o Alphabet Skills
- o Phonic Analysis
- o Structural Analysis
- o Literal Comprehension
- o Inferential Comprehension
- o Discrimination Skills
- o Vocabulary
- o Context Skill
- o Prediction

FORMAT: Roughly 90 hours of instruction are available at each grade level. The 13 strands above encompass 1010 separate, interactive activities, woven into 285 separate lessons. Each lesson consists of two to five activites.

Each activity contains a teaching sequence and a practice sequence. Mastery of newly presented items is determined by the learner's performance on successive instances. Mastery is viewed as something that must be maintained, not something attained and never reassessed.

Each of the 13 instructional strands is interwoven into a number of different instructional activities.

Letter Match: discrimination
Letter Find: alphabet skills and discrimination
Letter Sounds: word anaylsis and phonic analysis
Picture Story: comprehension and prediction
Sight Words: literal comprehension and sight words
Sound Patterns: literal comprehension and phonic analysis
Sight Word Sentences: sight words
Picture Sentences: context skill and literal comprehension
Reading Stories: literal comprehension and inferential comprehension
More Sound Pattern: literal comprehension and inferential comprehension
Word Meanings: vocabulary and context skill
Many Meaning: vocabulary and context skill
Digging for Meaning: context skill, prediction and literal comprehension

sls 2/86

WICAT's

[redacted]

LEVEL: Designed for **grades 4-8 but reading levels span grades 2-10**

OBJECTIVES/SKILLS:

- Based on the **SCHEMA Theory** of reading. Students expand and refine their experience base due to the large variety of subject areas requiring the use of different skills.

- Teaches **HIGHER ORDER THINKING SKILLS** . . . Improves student's ability to think both Abstractly and Concretely, to determine Fact and Opinion, and to master Non-literal and Literal concepts.

FORMAT:

- Lessons presented through a "Newstand" with stories in a NEWSPAPER Format.

- There are 113 Newspaper Editions, each containing 5 stories
  565 stories TOTAL

- Students access material one reading level **ABOVE** and **BELOW** their Set Level.

- **AUTOMATIC** adjustment of reading level determined by student's progress.

- Stories are designed around **4 PROTOCOLS**, or skill groups .

  GRAPH INTERPRETATION - Interpretation of data from a **Graph, Table, Map, or Pictograph.**

  DELETION - Identification of any sentences that are **Redundant, Irrelevant, or in Conflict** with the Mood or Tone of the story.

  INFERENCE - Students answer literal and inferential questions related to the text and select **Key Words** which led them to their answer.

  ARGUMENTATION - Determination of the Author's **Point of View, Conditions** to be met in order to prove the viewpoint, and distinction between **Fact and Opinion.**

SCORING:

MASTERY 80 - 100%
WORKING 50 - 79%
FAILING 0 - 49%

- **Mastery of 5 stories ABOVE** set reading level moves student **UP**

- **Failure of 1 story BELOW** set reading level moves student **DOWN**

WICAT CURRICULUM: **Reading Comprehension**

LEVEL: grades 4-8, refer to Scope and Sequence in the Teacher's Manual to determine stories addressed by grade level, protocol, and subject matter

OBJECTIVES/SKILLS:
- .Four protocols teach different reading skills through a special emphasis
  - .GRAPHIC INTERPRETATION-interpretation of data from graphs, tables, map or pictograph
  - .DELETION-identification of irrelevant parts of paragraph
  - .INFERENCE-infer facts, feelings and opinions from text and select key words
  - .ARGUMENTATION-determine authors point of view, conditions to be met and identification of fact or opinion

FORMAT:
- .lessons presented as newspaper stories
- .presents material one grade level below or above assigned level
- .automatically adjusts grade level according to progress

STUDENT HELPS:
- .? key used to give hints and tutorials

REPORTS:
- .CLASS SUMMARY REPORT
  - .can reflect specific dates
  - .gives number of tries and percent of stories mastered in each protocol
  - .shows progress over two week period
- .INDIVIDUAL STUDENT SUMMARY REPORT
  - .shows summary of learning strategies
- .INDIVIDUAL TRACE REPORT
  - .shows exact score for each story read

TEACHER OPTIONS:
- .Options available for individual student or class
- .Teacher can assign grade level
- .Teacher can assign from 1 to 4 protocols
- .Teacher can assign the number of failures before a student will be stopped
- .Teacher can assign the percentage of time computer asks for key word selections
- .Teacher can establish the amount of time to be spent on each protocol

SCORING:
- .Mastery-80-100%
- .Working-50-79%
- .Failing-0-49%
- .Mastery of five stories above grade level moves the student up
- .Failure of one story below grade level moves the student down

WICAT CURRICULUM: Language Arts I

LEVEL: grades 3-6, refer to Scope and Sequence in Teacher's Manual for lesson content

OBJECTIVES/SKILLS:
- .Two activity types-Choose It and Proof It
- .Choose It-grammar and word usage, subject/verb agreement, irregular verbs, subject and object pronouns
- .Proof It-capitalization and punctuation

FORMAT:
- .Each lesson contains three to five of either Choose It or Proof It
- .Each exercise contains pretest, practice and posttest
- .lessons in grades 3 and 4 are seen as LGRAM or LPUNC
- .lessons in grades 5 and 6 are seen as UGRAM or UPUNC

STUDENT HELPS:
- .Proof It exercises contain a teaching sequence as tutorial when needed
- .PF 1-help-gives tutorials in Choose It and keyboard help in Proof It Available only in Practice mode
- .Instructions are available at the beginning of each new exercise

REPORTS:
- .CLASS SUMMARY REPORT
  - .for each student, gives the number of lessons attempted, mastered, average time in lesson and average score
- .INDIVIDUAL STUDENT REPORT
  - .gives exact score for each lesson attempted
- .COMPLETED ASSIGNMENT REPORT
  - .names of students who have nearly completed all of their assignments

TEACHER OPTIONS:
- .available for class or individual
- .reorder sequence of lessons
- .remove lessons and/or activities from curriculum
- .restart student or class at a p[articular lesson
- .set a lesson to Complete or Not Complete-Complete will bypass lesson, Not Complete will require repeating the lesson
- .set the criteria for pass and fail
- .view the lessons and objectives

SCORING:
- .Pass-70-100%-student is allowed to move to the next lesson
- .Conditional Pass-50-69%-student is allowed to move to the next lesson, but is advised to repeat it
- .Fail-0-49%-must repeat lesson

WICAT CURRICULUM: **Spelling**

LEVEL: grades 2 to 6, refer to Scope and Sequence in teacher manual to see word lists of over 6,000 words divided into grade levels
.Refer to Spelling Machine section under Scope and Sequence for spelling patterns covered and content

OBJECTIVES/SKILLS:
.Teaches spelling to students in grades two through six
.Computer presents lists of whole words to learn through visual imagery
.focuses attention on a words spelling rather than its meaning

FORMAT:
.Organized in a test-study-test format
.Each test contains 20 words selected randomly from 800 word list chosen by teacher or computer by grade level
.Misspelled words from pretest are seen in the study section for students
.Students see, hear and copy the words
.Posttests include pretest words. Those mastered on posttest are dropped from the list. Words misspelled in posttest appear in the following word study
.Posttest II includes only words misspelled on either or both of previous 2 tests
.Spelling Machine appears after students complete 6 groups of words. Spelling Machine consists of practice and a game.

STUDENT HELP:
.Audio prompts for spelling words
.Students get feedback on correct and incorrect spelling
.PF 1 key is used to get help in the Spelling Machine-it gives an example of spelling pattern

REPORTS:
.CLASS REPORT
.gives individual student information regarding group[assignment, pretest average, posttest I average, posttest II average, and game average
.gives class average

.INDIVIDUAL REPORT
.shows results of student performance on pretest, posttest I and posttest II
.shows number of words passed, number of words in list
.shows percentage of words correct in Game and number of games played

TEACHER OPTIONS:
.Class assignments
.assign default path
.create word lists
.set number of words per test-default is 20
.display group information

.Student assignments
.assign student to group
.set game frequency from 1 to 10, default is game after 6 lists

SCORING:
.percentage scores are given for the number of words spelled correctly on a test
.students scoring 100% on Pretest go on to Posttest I. If they make 100 % on Posttest I, they get a new set of words
.students receive 10 points when a word is spelled correctly on the first attempt in Machine Game-the number earned decreases with each error
.A word is mastered by correctly spelling it twice
.Student is halted when a word is misspelled on the second attempt on all three tests

INTRODUCTION

[redacted] complements and enhances current classroom teaching by offering a comprehensive program that addresses basic math skills. WICAT's Math curriculum is designed to correlate with major publishers' texts to allow teachers to effectively coordinate classroom programs with WICAT's computer-assisted instruction.

The curriculum features

- automatic placement upon completion of a diagnostic test
- automatic pacing of students according to ability
- ungraded practice in specific skills
- instructional help sequences

WICAT's management system monitors the progress of students and keeps detailed records of performance, enabling teachers to make skillful and professional use of both classroom and computer instruction.

CURRICULUM CONTENT AND FEATURES

The Math K-8 curriculum provides drill and practice for students in fifteen subject areas. The curriculum begins at the kindergarten level with whole numbers. Thereafter, the curriculum is divided into grade levels. The subject areas presented at each level are as follows:

Level A (Grades 1 and 2)

Addition
Subtraction
Whole Numbers

Level B (Grades 3 and 4)

Addition
Subtraction
Whole Numbers
Multiplication
Division
Fractions

Level C (Grades 5 and 6)

Addition
Subtraction
Whole Numbers
Multiplication
Division
Fractions
Decimals

Level D (Grades 7 and 8)

Fractions
Decimals
Graphs
Metrics
Numeration
Ratios, Percents, Proportions
Pre-Algebra
Probability
Sets
Statistics

WICAT CURRICULUM: **Middle School Math**

LEVEL: grades 5-8, see Scope & Sequence in Teacher's Manual for assigning lessons.

OBJECTIVES/SKILLS:
- Five types of lessons (Strands):
- NUMBERS-concepts of number systems including fractions, mixed numbers, decimals, integers.
- OPERATIONS-operations of addition, subtraction, multiplication, division, powers, square roots & absolute values.
- GEOMETRY-geometric figures and relationships, transformation, geometric reasoning, & measurement.
- ALGEBRA-uses & meaning of variables & algebraic expressions.
- PROBABILITY/STATISTICS-emphasizes the applications of numerical information.

FORMAT:
- Within the strands, each lesson contains 2-8 activities.
- Each activity will be one of the following types;
- REFLEXES-timed drill & practice on memorized facts, "Think Fast"
- CONCEPTS-Teaches the concept or idea.
- ALGORITHMS-Practice problems using mathematical procedures.
- PROBLEM SOLVING-word problems or puzzle problems geared to real life situations. "Solve It"

STUDENT HELPS:
- PF keys are operational when highlighted at the bottom of the screen.
- Help key is PF1.
- S to skip frames.
- C to turn calculator on or off.
- i (PF4) for instructions.
- Special series of helps in "Solve It" exercises.

REPORTS:
- CLASS SUMMARY REPORT
  gives information for each student including number of lessons attempted, mastered, average score.
- INDIVIDUAL STUDENT REPORT
  gives exact score for each lesson attempted,
  gives status of passed, failed or conditional pass.
- COMPLETED ASSIGNMENTS REPORT
  names of students who need new lessons assigned.

TEACHER OPTIONS:
- -Available for class or individual students.
- -Reorder the sequence of lessons.
- -Remove lessons or activities.
- -Set a lesson to Complete or Not Complete. Complete will allow a student to retake the lesson or activity or to move on. Not Complete requires repeating the lesson.
- -Set the criteria for Pass & Fail.
- -View the lessons and objectives.
- -Change Mastery activites to Scored activities.
- -Change the time limit a student should spend in Mastery Activities. (Default is 45 min.)

SCORING:
- -Each activity is scored by the following criteria:
  Pass (P) 70-100% Students may move to next activity.
  Conditional Pass (CP) 50-69% Students may move to next activity but are urged to repeat.
  Fail (F) 0-49% Student must repeat activity.
- -2 fails results in stopping the student from continuing. Control T will give you options.
- -Each activity is either Scored or Mastery, designated by S or M in Scope & Sequence. Mastery activities requires completing 10 problems correctly and gives a score of 100%.
  Scored will show you how many correct out of how many attempted.

WICAT CURRICULUM: Writing I

LEVEL: grades K-2, refer to Scope and Sequence in teacher manual to identif
lesson activity and topic

OBJECTIVES/SKILLS: Two activities or strands-Listen and Do and Make a Story
.LISTEN AND DO-reviews word and phrase meanings and direction following
from audio and graphic cues
. MAKE A STORY-students build a pictorial representation of their topic by
choosing elements of the story from screen graphics. They compose a
accompanying story

FORMAT:
.Students are assigned a lesson which includes 2 Make a Test and Listen
and Do activities and corresponding review activities
.Make a Test is not graded
.Listen and Do activities are evaluated on mastery of individual words
and phrases and mastery of activities

STUDENT HELPS:
.PF keys are operational when highlighted at the bottom of the screen
.PF 1-Help in Make a Story-student receives help on starting phrases for
a story. In Listen and Do, practice sections review instructions
. PF 3 - repeats audio
.Stop signs are given students when they have answered three questions
incorrectly. Control t keys will allow the teacher to get the student
out of it

REPORTS:
.CLASS SUMMARY REPORT-
.for each student, report gives number of lessons attempted, mastered,
average time in lesson and average score
.INDIVIDUAL STUDENT REPORT
.gives exact score for each lesson attempted
.gives status of Passed, Failed or Conditional Pass
.COMPLETED ASSIGNMENTS REPORT
.names students who have nearly completed all of their assignments

TEACHER OPTIONS:
.available for class or individuals
.reorder sequence of lessons
.remove lessons and/or activities from curriculum
.restart student or class at a particular lesson
.set a lesson to Complete or Not Complete-Complete will bypass the lesson,
Not Complete will require repeating the lesson
.set the criteria for passing and failing
.view the lessons and objectives
.change mastery activities to scored activities
.change time limit students should spend in mastery activities
.print student stories

SCORING:
.Listen and Do activities are scored with Pass, Conditional Pass or Fail.
.Pass-P-70-100%
.Conditional Pass-50-69%
.Fail-0-49%

CHAPTER ONE

INTRODUCTION

The [redacted] package contains two courses - Creative Writing and Informative Writing. Both courses are designed for students in the third through sixth grades.

Informative Writing, like Creative Writing, focuses on the pre-writing activity of idea-generation. Students use information from the lessons to write reports for a particular purpose.

CURRICULUM

[redacted] lessons provide the facts and background information needed to write a report. Twelve lessons are available for third and fourth grade students, and eighteen lessons for fifth and sixth grade students. Lessons for younger students are shorter and less complex than the lessons for older students. Each lesson requires about 15 to 20 minutes to read.

Lesson topics are drawn from science and social studies. Some lessons relate to each other and can be used to enhance a topic of discussion in the classroom. For example, three lessons on the third and fourth grade level concern the South Pole: penguins, Antarctica, and Amundsen.

After reading the information in the lesson that they selected from their menus, students can choose one of several writing assignments. The assignment may ask the students to tell the story in their own words, to pretend to be characters in the story and describe what it would be like, to write the report as if it were a newspaper interview or article, to describe overcoming the handicaps of the characters in the story, or to change a condition in the story and predict the outcome.

Students can repeat a lesson as many times as they want. Because the assignments vary, several reports may be written about each story.

Questions are included in the presentation to help students focus on story content. Typically, students are asked to anticipate what is going to happen. The questions are conceptual as well as factual and often draw on the students' world knowledge. For example, students might be asked how they would feel or what they would do in a situation similar to that of the subject of the lesson. The computer does not judge free response questions as right or wrong. Rather, it allows students the freedom to speculate about a topic or offer an opinion. The computer provides one possible answer to compare with the students'.

Reports are not scored. However, the computer does track the number of words and the number of times a document has been revised.

An on-line glossary provides help with difficult vocabulary words, which are highlighted in the text.

Students are not expected to remember all of the details in a lesson. Major facts are listed in a review that is available both at the end of a lesson and in the word processor when students go there directly from a lesson. In this way, students can focus their energies on writing, not recall.

After reading the lesson, students can choose to review the major facts, to read the lesson again, to select an assignment, or to begin writing.

After a story is written using the word processor, students may 1) save the story in their personal files (as many as 10 stories can be saved), 2) delete the story, or 3) print the story for the teacher or for themselves.

INTRODUCTION

The [redacted] program is designed to give students many ideas for writing and many opportunities to write. The interactive introduction to prewriting exercises encourage imagination as a first step toward better writing.

Creative Writing is for students in grades three through six. The activities are similar for all grade levels with vocabulary and concepts increasing in difficulty at the higher grades. Students work at their own level and move at their own pace through the curriculum.

The WICAT writing program is sequentially ordered skill development. WICAT curriculum developers subscribe to the philosophy of writing as a process. Traditional approaches often confuse correct spelling and punctuation for effective communication. The Creative Writing program stresses idea generation and organization first, and editing second.

CREATIVE WRITING ACTIVITIES

The WICAT Creative Writing curriculum provides a wealth of stimuli that will motivate students to write. It is comprised of three categories of activities: 1) Comic Caption activities, 2) story starters, and 3) Wordsworth, WICAT's student word processor. Variety is provided through 112 different lessons - 62 in third and fourth grade and 50 in fifth and sixth grade.

In Comic Captions, students write a dialogue for characters in a narrative series of cartoon pictures.

Story starter activities are designed to help students generate and organize ideas. Activities require students to 1) create and describe objects and characters, 2) resolve story dilemmas, 3) combine several people and objects into one story, or 4) write about provocative situations.

Students can use Wordsworth, the word processor, as a part of a story starter exercise, or they can go directly to Wordsworth to write their own stories. Wordsworth allows writers to compose first drafts, which they can later rewrite and edit. Students can insert, delete, and rearrange information thus helping them recognize that written material may be altered and improved in subsequent drafts. Stories written with Wordsworth may be saved, deleted, or printed for either the student or the teacher. The computer can hold up to ten stories for each student before the student must delete one or more of the

87.14

stories. When students wish to print out a story for the teacher, they must decide how they want the story to be evaluated. They can ask the teacher to read for the value of the ideas, for their organization, for the level of detail and appropriateness of word choice, or for mechanical errors. The reason will be written on the top of the story printout.

COORDINATING CLASSROOM AND COMPUTER CURRICULUM

The successful use of the computer curriculum lies in the development and implementation of a Coordinated Classroom and Computer Plan. The goal of this plan should be to form a complementary partnership between the computer curriculum and the classroom activities, emphasizing the best of both. This manual describes the four steps and additional information required to achieve this goal.

Each step in the plan is a separate chapter in this manual:

1) Master the computer curriculum

2) Coordinate classroom and computer room activities

3) Introduce students to the computer curriculum

4) Monitor students as they work on the computer

Three appendices provide additional information:

Appendix A) Scope and sequence of activities and lessons

Appendix B) Instructions for operating the teacher's manager

Appendix C) Information on the available reports

ENGLISH AS A SECOND LANGUAGE

OVERVIEW

The ESL program is designed to teach English to non-English speaking or limited-English speaking students from kindergarten to sixth grade. The curriculum represents approximately a year's worth of instruction for students who spend 15-20 minutes per day on the computer. The program relies heavily on graphics, animation, and audio capabilities. The curriculum focuses on building listening skills, building connections between concepts known in the first language and the English label for those concepts, learning, useful chunks of language in order to establish minimal proficiency in the language, and recognizing linguistic patterns in order to be able to generate novel sentences.

The curriculum is organized around five types of activities:

- Find and Fill - Teaches vocabulary with concrete referents. Students see a picture which introduces a set of interrelated words.
  Assisted by audio and graphics the student identifies the word that is spoken.

- Storybook - Introduces new vocabulary in a story context. Again the student identifies the word that is spoken.

- Listen and Do - Teaches various commands and concepts such as directions, space prepositions, numbers and letters. The student relays correct commands to a robot by using one key and the robot then follows the student's directions.

- Dialogue - Teaches the use of common, useful, questions, responses, and expressions through conversations with four life-like characters displayed on the screen. These characters: John, Maria, Sam, and Lynn talk with the student and the student must choose the correct questions or responses needed to continue the dialogue.

- Make A Movie - Helps students to recognize and use a variety of grammatical patterns by combining pictures to create sentences.

WICAT CURRICULUM: **Typing I, II, III**

LEVEL: Typing I-grades K-2, Typing II-grades 3-6, Typing III-grades 7-12
Refer to Scope and Sequence in the Teacher's Manual to identify keys addressed for each lesson

OBJECTIVES/SKILLS:
- .Review of keyboarding skills
- .Typing I uses audio to help students understand directions and feedback
- .Typing II and III uses games to teach keyboarding in a manner appealing to older students

FORMAT:
- .Typing I-17 lessons
- .Typing II-13 lessons
- .Typing III-13 lessons
- .Tutorials introduce keyboard and keys
- .Drills provide practice for accuracy and speed

STUDENT HELPS:
- .Audio feedback on Typing I
- .Students can select special practice sequences after completing lessons
- .Feedback on words per minute (WPM) number of error and correct words per minute (CWPM)

EPORTS:
- .CLASS SUMMARY REPORT
  - .reports number of activities mastered in each strand
  - .reports number of activities completed in each strand
  - .reports average time per activity in each strand
- .INDIVIDUAL STUDENT REPORT
  - .provides list of completed activities
  - .indicates minutes on task in each activity
  - .indicates current status of each activity
  - .indicates accumulated total of the number of activities completed in each activity type
- .COMPLETED ASSIGNMENT REPORT
  - .lists names of students who have nearly completed their assigned lessons and are ready for more to be assigned

TEACHER OPTIONS:
- .Special assignments by class or student or assignment of default sequence
- .Adjust progress through curriculum
- .Specify criteria for mastery

SCORING:
- .Drill is mastered if student averages no more than one mistake per screen
- .Drills failed are given another chance to master. If they do master it, they move to the next lesson. If they do not master it, they do not proceed and the computer notifies the teacher
- .Games are won when students type correctly within the 120 second time limit

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

REPORT ON SCHOOL EFFECTIVENESS (ROSE) FOR [redacted]

SCHOOL: BLANTON

	PERFORMANCE IN...	
GRADE	READING	MATH
K	BELOW PREDICTED GAIN (-0.50, N= 40)	BELOW PREDICTED GAIN (-0.35, N= 40)
1	++ (-0.20, N= 24)	BELOW PREDICTED GAIN (-0.29, N= 31)
2	ACHIEVED PREDICTED GAIN (+0.01, N= 43)	EXCEEDED PREDICTED GAIN (+0.22, N= 42)
3	++ (-0.15, N= 24)	ACHIEVED PREDICTED GAIN (-0.12, N= 25)
4	ACHIEVED PREDICTED GAIN (-0.11, N= 47)	ACHIEVED PREDICTED GAIN (+0.14, N= 47)
5	BELOW PREDICTED GAIN (-0.34, N= 34)	BELOW PREDICTED GAIN (-0.38, N= 34)
6	ACHIEVED PREDICTED GAIN (+0.02, N= 28)	ACHIEVED PREDICTED GAIN (-0.10, N= 28)

++ NUMBER OF STUDENTS AT THIS GRADE IS TOO SMALL FOR ANALYSIS.

SCHOOL CHARACTERISTIC	VALUE
SEX	
MALE	55%
FEMALE	45%
ETHNICITY	
BLACK	61%
HISPANIC	21%
OTHER	18%
PERCENT TRANSFER STUDENTS	12%
PERCENT LOW-INCOME STUDENTS	45%
AVERAGE PUPIL/TEACHER RATIO	17-TO-1

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1988
DATE OF TESTING: APRIL 1988
GRADE: 01

CAMPUS: 106 BLANTON EL
DISTRICT: 227-901 AUSTIN ISD

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	45	96	2
	2.PLACE VALUE	45	96	2
	3.NUMBER COMPARISON	43	91	4
	4.ADDITION	43	91	4
	5.SUBTRACTION	41	87	6
	6.WORD PROBLEMS (+,-)	43	91	4
	7.MEASUREMENT, TIME	43	91	4
	8.GEOMETRIC SHAPES	47	100	0
	STUDENTS TESTED: 47 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 863	41	87	6
READING	1.MAIN IDEA	35	80	9
	2.SIGHT RECOGNITION	41	93	3
	3.COMPOUND WORDS	43	98	1
	4.CONTEXT CLUES	27	61	17
	5.WORD STRUCTURE	43	98	1
	6.PHONICS	39	89	5
	7.SPECIFIC DETAILS	33	75	11
	8.SEQUENCING EVENTS	29	66	15
	9.PREDICTING OUTCOMES	28	64	16
	STUDENTS TESTED: 44 TOTAL READING: READING SCALED SCORE: 803	41	93	3
WRITING	1.CAPITALIZATION	40	85	7
	2.PUNCTUATION	41	87	6
	3.SPELLING	45	96	2
	4.SUBJECT-VERB AGREEMENT	24	51	23
	STUDENTS TESTED: 47 TOTAL WRITING: WRITING SCALED SCORE: 833	44	94	3

GROUP CHARACTERISTICS

BASED ON 52 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for All Tests	1	2
Students Exempt from All Tests : ARD	3	6
Students Exempt from All Tests : LEP	0	0
Other Students Not Tested	0	0
Number of Students Tested	48	92
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	0	0
Black	32	62
Hispanic	8	15
White	12	23
FREE/REDUCED PRICE MEAL PROGRAM	25	48
CHAPTER I PROGRAMS		
Chapter I Regular Program	0	0
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	0	0
Chapter I Migrant Remedial Writing Program	0	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	1	2
Bilingual Program	0	0
English as a Second Language Program	1	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	1	2
Emotionally Disturbed	0	0
Speech Handicapped	3	6
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	0	0
PREVIOUS KINDERGARTEN ATTENDANCE		
Half-day	0	0
Full-day	1	2
Did Not Attend	0	0
No Information Provided	51	98

PASS/FAIL SUMMARY

BASED ON 48 STUDENTS WHO TOOK ONE OR MORE TESTS

Passed All Tests Taken	39	81
Failed One Test Only	6	13
Failed Two Tests Only	3	6
Failed All Three Tests	0	0

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1988

DATE OF TESTING: FEBRUARY 1988

GRADE: 03

MPUS: 106 BLANTON EL
STRICT: 227-901 AUSTIN ISD

TEST PERFORMANCE

OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
1.ORDER WHOLE NUMBERS	29	76	9
2.PLACE VALUE	35	92	3
3.NUMBER PATTERNS	36	95	2
4.EXPANDED NOTATION	32	84	6
5.FRACTIONAL PARTS	38	100	0
6.ADDITION	33	87	5
7.SUBTRACTION	29	76	9
8.WORD PROBLEMS (+)	34	89	4
9.WORD PROBLEMS (-)	32	84	6
10.MEASUREMENT UNITS	29	76	9
11.PICTORIAL MODELS	31	82	7
STUDENTS TESTED: 38 TOTAL MATHEMATICS:	31	82	7
MATHEMATICS SCALED SCORE: 804			
PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 38			
1.MAIN IDEA	30	81	7
2.SIGHT WORDS	34	92	3
3.CONTEXT CLUES	25	68	12
4.WORD STRUCTURE	22	59	15
5.PHONICS	28	76	9
6.SPECIFIC DETAILS	32	86	5
7.SEQUENCING OF EVENTS	29	78	8
8.PREDICTING OUTCOMES	27	73	10
9.TABLE OF CONTENTS	35	95	2
STUDENTS TESTED: 37 TOTAL READING:	27	73	10
READING SCALED SCORE: 771			
PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 37			
1.CAPITALIZATION	36	100	0
2.PUNCTUATION	28	78	8
3.SPELLING	35	97	1
4.CORRECT ENGLISH USAGE	35	97	1
5.SENTENCE STRUCTURE	33	92	3
6.PROOFREADING	34	94	2
NARRATIVE WRITTEN COMPOSITION			
RATING: 4 / 3 / 2 / 1 / 0			
NUMBER: 0 / 8 / 17 / 11 / 0			
PERCENT: 0 / 22 / 47 / 31 / 0			
NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 3			
NUMBER OF STUDENTS WRITING OFF TOPIC: 0			
STUDENTS TESTED: 36 TOTAL WRITING:	23	64	13
WRITING SCALED SCORE: 731			
PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 59			

GROUP CHARACTERISTICS

BASED ON 40 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for All Tests	0	0
Students Exempt from All Tests : ARD	2	5
Students Exempt from All Tests : LEP	0	0
Other Students Not Tested	0	0
Number of Students Tested	38	95
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	0	0
Black	28	70
Hispanic	3	8
White	9	23
FREE/REDUCED PRICE MEAL PROGRAM	20	50
CHAPTER I PROGRAMS		
Chapter I Regular Program	1	3
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	0	0
Chapter I Migrant Remedial Writing Program	0	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	0	0
Bilingual Program	0	0
English as a Second Language Program	0	0
SPECIAL EDUCATION PROGRAMS		
Learning Disability	2	5
Emotionally Disturbed	3	8
Speech Handicapped	2	5
Visually Handicapped	0	0
Other Handicapping Condition	1	3
GIFTED/TALENTED PROGRAM	7	18
MODE OF ENTRY		
Alternative to Social Promotion	0	0
Retained	0	0
Promoted	40	100
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	3	8
Three Years or More	37	93

PASS/FAIL SUMMARY

BASED ON 38 STUDENTS WHO TOOK ONE OR MORE TESTS

Passed All Tests Taken	20	53
Failed One Test Only	9	24
Failed Two Tests Only	6	16
Failed All Three Tests	3	8

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1988

DATE OF TESTING: FEBRUARY 1988

GRADE: 05

CAMPUS: 106 BLANTON EL
DISTRICT: 227-901 AUSTIN ISD

TEST PERFORMANCE

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.PLACE VALUE	37	74	13
	2.EQUIVALENT FRACTIONS	41	82	9
	3.DECIMALS (+,-)	44	88	6
	4.MULTIPLICATION	42	84	8
	5.DIVISION	23	46	27
	6.WORD PROBLEMS (+,-)	30	60	20
	7.WORD PROBLEMS (×,÷)	25	50	25
	8.WORD PROBLEMS (DECIMAL)	39	78	11
	9.MEASUREMENT UNITS	30	60	20
	10.GRAPHS	30	60	20
	11.PERIMETER OR AREA OF POLYGONS	47	94	3
	STUDENTS TESTED: 50 TOTAL MATHEMATICS:	37	74	13
	MATHEMATICS SCALED SCORE: 762			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 58			
READING	1.MAIN IDEA	23	46	27
	2.CONTEXT CLUES	41	82	9
	3.SPECIFIC DETAILS	27	54	23
	4.SEQUENCING OF EVENTS	27	54	23
	5.DRAWING CONCLUSIONS	29	58	21
	6.FACT, OPINION	29	58	21
	7.CAUSE-AND-EFFECT	27	54	23
	8.PARTS OF A BOOK	38	76	12
	9.GRAPHIC SOURCES	49	98	1
	STUDENTS TESTED: 50 TOTAL READING:	33	66	17
	READING SCALED SCORE: 745			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 31			
WRITING	1.CAPITALIZATION	46	94	3
	2.PUNCTUATION	34	69	15
	3.SPELLING	45	92	4
	4.CORRECT ENGLISH USAGE	41	84	8
	5.SENTENCE STRUCTURE	41	84	8
	6.PROOFREADING	39	80	10
	DESCRIPTIVE WRITTEN COMPOSITION			
	RATING: 4 3 2 1 0			
	NUMBER: 0 0 6 43 0			
	PERCENT: 0 0 12 88 0			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 14			
	NUMBER OF STUDENTS WRITING OFF TOPIC: 0			
	STUDENTS TESTED: 49 TOTAL WRITING:	5	10	44
	WRITING SCALED SCORE: 625			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 43			

GROUP CHARACTERISTICS

BASED ON 54 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for All Tests	0	0
Students Exempt from All Tests : ARD	3	6
Students Exempt from All Tests : LEP	0	0
Other Students Not Tested	0	0
Number of Students Tested	51	94
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	1	2
Black	39	72
Hispanic	6	11
White	8	15
FREE/REDUCED PRICE MEAL PROGRAM	28	52
CHAPTER I PROGRAMS		
Chapter I Regular Program	2	4
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	0	0
Chapter I Migrant Remedial Writing Program	0	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	0	0
Bilingual Program	0	0
English as a Second Language Program	0	0
SPECIAL EDUCATION PROGRAMS		
Learning Disability	2	4
Emotionally Disturbed	2	4
Speech Handicapped	3	6
Visually Handicapped	0	0
Other Handicapping Condition	1	2
GIFTED/TALENTED PROGRAM	7	13
MODE OF ENTRY		
Alternative to Social Promotion	0	0
Retained	0	0
Promoted	54	100
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	4	7
Three Years or More	50	93

PASS/FAIL SUMMARY

BASED ON 51 STUDENTS WHO TOOK ONE OR MORE TESTS

Passed All Tests Taken	5	10
Failed One Test Only	27	53
Failed Two Tests Only	10	20
Failed All Three Tests	9	18

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1988
DATE OF TESTING: FEBRUARY 1988
GRADE: 03-SPANISH

CAMPUS: 106 BLANTON EL
DISTRICT: 227-901 AUSTIN ISD

TEST PERFORMANCE

	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ORDENAR NUMEROS	NO DATA REPORTED FOR FEWER THAN 5 STUDENTS		
	2.VALOR DE POSICION			
	3.NUMERACION			
	4.NUMEROS EN FORMA DESARROLLADA			
	5.FRACCIONES			
	6.SUMAS			
	7.RESTAS			
	8.PROBLEMAS RAZONADOS (+)			
	9.PROBLEMAS RAZONADOS (-)			
	10.UNIDADES DE MEDIDA			
	11.MODELOS VISUALES			
	STUDENTS TESTED: 1 TOTAL MATHEMATICS:			
	MATHEMATICS SCALED SCORE:			
READING	1.IDEA PRINCIPAL	NO DATA REPORTED FOR FEWER THAN 5 STUDENTS		
	2.RECONOCIMIENTO DE PALABRAS			
	3.CLAVES DE CONTEXTO			
	4.PALABRAS COMPUESTAS			
	5.ANALISIS FONETICO			
	6.DETALLES ESPECIFICOS			
	7.SECUENCIA DE EVENTOS			
	8.ANTICIPANDO DESENLACES			
	9.TABLA DE CONTENIDO			
	STUDENTS TESTED: 1 TOTAL READING:			
	READING SCALED SCORE:			
WRITING	1.USO DE MAYUSCULAS	NO DATA REPORTED FOR FEWER THAN 5 STUDENTS		
	2.PUNTUACION			
	3.ORTOGRAFIA			
	4.CONCORDANCIA DE SUJETO Y VERBO			
	5.USO DE CONJUNCIONES			
	6.ESTRUCTURA DE ORACIONES			
	7.CORREGIR			
	STUDENTS TESTED: 1 TOTAL WRITING:			
	WRITING SCALED SCORE:			

GROUP CHARACTERISTICS

BASED ON 1 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for All Tests	0	0
Students Exempt from All Tests : ARD	0	0
Other Students Not Tested	0	0
Number of Students Tested	1	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	0	0
Black	0	0
Hispanic	1	100
White	0	0
FREE/REDUCED PRICE MEAL PROGRAM	1	100
CHAPTER I PROGRAMS		
Chapter I Regular Program	0	0
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	0	0
Chapter I Migrant Remedial Writing Program	0	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	1	100
Bilingual Program	0	0
English as a Second Language Program	1	100
SPECIAL EDUCATION PROGRAMS		
Learning Disability	0	0
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	0	0
MODE OF ENTRY		
Alternative to Social Promotion	0	0
Retained	0	0
Promoted	1	100
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	0	0
Three Years or More	1	100

PASS/FAIL SUMMARY

BASED ON 1 STUDENTS WHO TOOK ONE OR MORE TESTS

Passed All Tests Taken	NO DATA REPORTED FOR FEWER THAN 5 STUDENTS
Failed One Test Only	
Failed Two Tests Only	
Failed All Three Tests	

Austin Independent School District

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